

EMPLOYEE TRAINING PROGRAM

(A Comparison of Public and Private Organizations)

UNDERGRADUATE THESIS

**Submitted for Bachelor Examination at Faculty of Administrative Science
University of Brawijaya**

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*“If you can’t be the Sun, then be a Star. Success and failures are not the scale.
However, the most important thing is to be the best version of yourself.”*

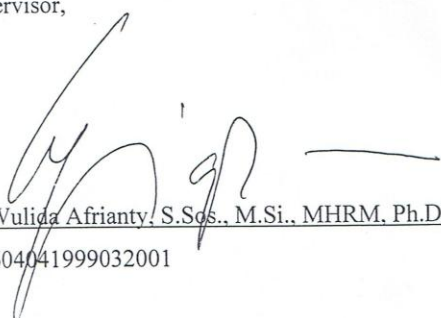
(Samsul Bahri, 2009)

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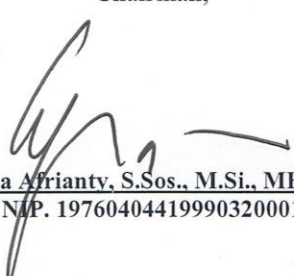
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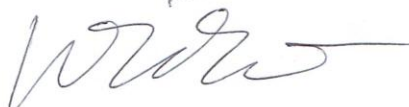
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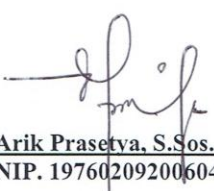
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RINGKASAN

Anggiar Rachman, 2017. **Program Training Karyawan (Sebuah Perbandingan Antara Organisasi Publik dan Privat)**. Tri Wulida Afrianty, S.Sos., M.Si., MHRM., Ph.D. 165 Hal+xii.

Pelatihan sudah menjadi sebuah kebutuhan penting bagi setiap perusahaan dalam rangka untuk mendidik, memperkuat, dan meningkatkan skill dari anggota organisasi mereka. Dalam lingkungan professional, Truelove (1992) menjelaskan bahwa pelatihan adalah sebuah usaha untuk mentransfer pengetahuan, skill, dan perilaku yang penting bagi kelancaran kerja dan bertujuan untuk meningkatkan performa kerja secara langsung.

Penelitian ini mencoba untuk menjelaskan implementasi dari aspek program pelatihan, terkhususnya: Training Needs Assessment (Analisis Kebutuhan Pelatihan/Diklat/Training) dan Evaluasi Training di sector privat dan public. Peneliti memilih institusi berikut sebagai subyek penelitian, diantaranya: Badan Kepegawaian Daerah (BKD) Kota Malang mewakili sector publik, Perum Jasa Tirta I (PJT), dan PT. Amman Mineral Nusa Tenggara (PT.AMNT) mewakili sector privat. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan teknik penelitian interview *semi-structured* dan observasi langsung data temuan kemudian dibandingkan dengan model *Training Needs Assessment* yang dikembangkan oleh Noe (2010) dan model evaluasi training oleh Kirkpatrick (2006) kemudian dibandingkan kembali per-masing-masing organisasi untuk memunculkan konklusi.

Konklusi yang ditemukan dari penelitian ini adalah setiap subyek penelitian mengimplementasikan praktek kedalam praktek Analisis Kebutuhan Training dan Evaluasi Training. BKD Kota Malang, cenderung mengikuti instruksi yang tertuang dalam Analisis Kebutuhan Diklat dan MONEV (Monitoring dan Evaluasi) dalam melaksanakan program Pelatihan mereka. Namun hal ini tentu saja berakibat pada praktek manajemen sumber daya manusia yang kurang efektif jika dibandingkan dengan model yang sudah diterapkan oleh Noe (2010) dan Kirkpatrick (2006), hal ini samal halnya yang terjadi pada Perum Jasa Tirta I. Perum Jasa Tirta I dalam melaksanakan program pelatihan ditemukan kurang memperhatikan aspek evaluasi sehingga hasil training tidak dapat dikalkulasi dan tidak dapat menjadi bahan acuan untuk implementasi di masa depan. PT. AMNT dibandingkan 2 subyek sebelumnya ditemukan mengimplementasikan strata program pelatihan yang paling baik, dengan menggunakan acuan yang jelas (Noe, 2010 dan Kirkpatrick, 2006), sehingga dapat dipastikan hasil training dapat dikalkulasikan dan digunakan sebagai acuan pengembangan sumber daya manusia kedepannya.

SUMMARY

Anggiar Rachman, 2017. **Employee Training Program (A Comparison of Public and Private Organizations)**. Tri Wulida Afrianty, S.Sos., M.Si., MHRM., Ph.D. 165 pages+xii.

Training has always been an important part of any organization in effort to educate, empowering, and improving skills of members of the organizations. In professional environment, Truelove (1992) explains that Training is an endeavors to impart knowledge, skills and attitudes necessary to perform job-related tasks and it aims to improve job performance in a direct way.

This research attempt to explain the implementation of training program aspects, in particular: Training Needs Assessment (TNA) and Training Evaluation (TE) processes in private and public sector. Researcher chosed following institutions as the research subects of this research, those are: Badan Kepegawaian Daerah (BKD) Kota Malang, Perum Jasa Tirta I (PJT I), and PT. Amman Mineral Nusa Tenggara (PT. AMNT). The research is using qualitative method by using semi-structured interview and observations as the main technique of the research.

The conclusions reached from the research are that every research subject implemented different practice to their implementation of Training Needs Assessment and Training Evaluation. BKD Kota Malang, tend to follow instruction rather than developing new method which could actually benefit them in the future, compared to the current method which only partly based on any calculation which can be considered as part of Human Resources Management. Perum Jasa Tirta I in the other hand shows little more less interest in their Human Resources Management practices, in term of human development planning, Perum Jasa Tirta I shows outstanding implementation of development practice, however, in term of evaluation, Perum Jasa Tirta I more often than not, choose to hire third party to handle the evaluation procedures, and some of training does not even have a short of evaluation. PT. Amman Mineral Nusa Tenggara, however, by far, is implementing the most robust Training Needs Assessment and Training Evaluation practice in comparison to the others research subject. PT. AMNT put Noe (2010) and Kirkpatrick (2006) models of TNA and TE respectively, and in result, not only they have a good and measurable training needs assessment, they also have a calculated training evaluation which in turn will provide them with necessary result to conduct future training program and also data which can be used as part of human resources development planning.

This Undergraduate Thesis is a form of dedication to:

Allah-u Subhana wa ta'ala

My beloved parents, (Alm.) **Samsul Bahri, S.ST**, and **Karni, S.Pd**, my beloved siblings, **Ardisty Reisyah Kamtari** and **Abhitah Kanesa**.

My comrades, **K Class of 2013**, especially **Pigeoneers**.

My families in **Asrama Mahasiswa Kalimantan Barat “Rahadi Osman” I**.

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For the completion of this undergraduate thesis, suggestion and constructive critics are needed by researcher. Hopefully, this undergraduate thesis can be useful and contribute significantly for every party.

Malang, January 10th, 2017

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CHAPTER I

INTRODUCTION

A. Background

Training has always been an important part of any organization in effort to educate, empowering, and improving skills of members of the organizations. In professional environment, Truelove (1992) explains that Training is an endeavors to impart knowledge, skills and attitudes necessary to perform job-related tasks and it aims to improve job performance in a direct way. Sloman (2005) specifies that training is characterized as an instructor-led, content-based intervention leading to desired changes in behavior. However, training implementation does not limited to the defintions above, Noe (2010) explains:

“Training refers to a planned effort by a company to facilitate employees’ learning of jobrelated competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. For a company to gain a competitive advantage, its training has to involve more than just basic skill development.¹ That is, to use training to gain a competitive advantage, a company should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one’s job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system, and self-motivated creativity.”

Werther and Davis (1996:282) explains that placing employees in jobs does not ensure their success as new employees often uncertain about their roles and responsibilities thus supports Ernest J. McCormick (1985) on Mangkunegara (2009:46) explanations for the needs of training and development, he stated that:

“An organization should commit its resources to training activity only if, the best judgement of the managers, the training can be expected to achieve same result other then modifying employee behavior. It must also supported some organizational and goal, such as more efficient production or distribution of goods and services, reduction or distribution of goods and services, reduction of operating goods, improved quality, or more effective personal relation.”

Mangkunegara (2009) concluded that an organization should involve its human resource (employees) on training activity if only that is the best decision from the manager. Training are expected to achieve different result than only to modified employees behavior. This activity is also need to be supported by the organization and purposeful, such as production, good distribution and efficient services, operational cost reduction, quality improvement, and effective personal relations. There are many other ‘excuses’ which may be applied by companies or institution out there in order to avoid to plan strategic planning particularly in the field of employee development despite knowing the long-term importance of its implementation, but the given examples has consistently becomes main reasons for companies and institution.

Decision makers needs to know that development planning makes good business sense. Victor Lipman (2013) on his article explains that people (in this case are company's employee) care if their company take a genuine interest in their future. Development planning should be something that a manager must take a real personal interest in, instead of being pushed by HR mandate. Second, Employee development helps build loyalty, and loyalty increases productivity. Loyal employees are more engaged. Engaged employees are more productive. Having well-trained individuals in their roles makes business far better in many ways. It is a fact that any manager should know, because it is extremely beneficial to a company, whatever industry it's in. Noe *et al.* (2000) explains that investment in training can help companies on gaining a competitive advantage:

- a) Increase employee knowledge of foreign competitors and cultures, which is critical for success in foreign markets.
- b) Help ensure that employees have the basic skills to work with new technologies, such as robots and computer-assisted manufacturing processes.
- c) Help employees understand how to work effectively in terms to contribute to product and services quality.
- d) Ensure that the company's culture emphasize innovation, creativity, and learning.

- e) Ensure employment security by providing new ways for employees to contribute to the company when their jobs change, their interests change, or their skills become obsolete.
- f) Prepare employee to accept and work more effectively with each other, particularly with minorities and women.

An organization can never run at peak performance unless the workforce is fully trained. Managers should actively ensure that staffs are trained continually. It is not something that should be done as and when absolutely needed. Dore and Sako (1989) cited on Towers (1996) conclude:

“Training and development, therefore, should not and must not be seen simply as desirable component of HRM but, as evidence from competitive studies shows, as an essential contributor to organizational objectives. The fact that it is difficult to identify a specific contribution should not deter the HR specialist from pressing claims for investment in employee development..”

Dore and Sako (1989) explanations points out that a human resources management should not be taken for granted, but should be seen as necessity. In Indonesia, Thorat (2013) explains that there are a paradigm shift of Human Resources management role in Indonesia companies, he pointed out that, Habir and Larasati (1999) on Thorat (2013) analyzed three leading Indonesian companies and their study indicates a changing orientation for human resources management (HRM) in

Indonesia, which is more strategic and focused on how HRM strategies and processes align with the business imperatives. The three leading companies in their study (Sinar Mas Group, Astra group, and PT Rekayasa Indonesia) provide considerable evidence that modern HRM practices can be successfully integrated with complex Indonesian social, cultural, economic and political dynamic by innovative and charismatic business leadership (also see Singleton & Nankervis, 2007). SWA Magazine reported (as cited in Thorat, 2013) that forty-nine major companies, comprised of eleven state enterprises and thirty-eight Indonesian private companies, showed a growing orientation toward managing their people more strategically. These organizations believed that employees were not merely production factors, but were human capital to be developed to provide the best contribution and value to the organization (SWA, 2006).

Training implementation not only exclusive for private sector, but also already implemented in public sector, which in this context is referred to government administration in Indonesia. Human resource is without doubt the determining factor of the successful administration. The implementation of human resources development management of state apparatus are regulated throughout Government Regulations (*Peraturan Pemerintah* or *PP*) and Regional Regulations (*Peraturan Daerah* or *Perda*). However, Apriani (2015) argued and supported by Bappenas (2017), that it is shown by how hard it is to change the mindset and the

apparatus way of works, low discipline and ethics, career system which is not based on merit or work performance, low remuneration rate, recruitment system which are not based on proper educational qualifications, training implementation which are yet to improve performance, low supervisory and audit of apparatus performance, and information management system which has not yet to optimally functional. The result from the problems are the public service which are expected to be efficient and effective has not been able to achieve.

Furthermore, Apriani (2015) explains that the improvement of human resources of apparatus is mainstay program of bureaucracy reform and has been implemented since New Order (Gorvenmental era under the leadership of President Soeharto) over, as still unable to brought significant changes. The background of implementation of human resources management in government sector is driven by some factors, which are: High corruption rate, collusion and nepotism (mainstreamly known as KKN, abbreviation from *Korupsi, Kolusi dan Nepotisme*); low quality public service; low efficiency, effectivity and productivity rate; low transparency and accountability rate; and low discipline and work ethos rate from apparatus.

It is important to note that the implementation of human resources management in Indonesia itself is still relatively obscure as Thorat (2013) pointed out that little attention has been given to studying HRM practices in Indonesia, even though a number have studied HRM in other

developing countries across Asia and the Asia-Pacific (see such as Budwar & Debrah, 2001; Kidd, Li & Richter, 2001; Roley, 1998). There is also a considerable lack of English language literature as is borne out in this following comment:

“Despite the major issues facing this country and the significant international concern about its future, reports on HRM are limited mostly to labor economics and macro-level human resource development. The English language journals have included articles on the developing countries in Europe, Africa, and Asia (countries such as Hong Kong, China, Singapore, Korea, Japan, and India), but surprisingly little has been reported on Indonesia. Even Industrial relation book on Asian and East Asian countries have failed to provide chapter Indonesia. Similarly, the Teagarden/Von Glinow research consortium, which has included Indonesia as one of the target countries, has not yet reported significantly” (Bennington & Habir, 2003).

Thorat (2013) summarize, given the limited articles and research, more consideration and attention to studies about HRM within the Indonesian context are warranted. This call is not only related to the complex setting of Indonesian life, but to the global impact. The dynamic or even contradictory interactions that exist among internal and external aspects of HRM within the Indonesian context are considered an interesting opportunity for study.

Summarizing the explanation, this research attempted to explain the implementation of training program aspects, in particular: planning, designing and evaluation processes in private and public sector. Considering the purpose of this research is to analyze and comparing the applications of needs assessment and training evaluation in both private

and public organization, researcher chose following institutions as the research subjects of this research, those are: Badan Kepegawaian Daerah (BKD) Kota Malang, Perum Jasa Tirta I (PJT I), and PT. Amman Mineral Nusa Tenggara (PT. AMNT), these locations are chosen for following reasons:

1. BKD Kota Malang, Perum Jasa Tirta I, and PT. Amman Mineral Nusa Tenggara represents distinctively different sector, as BKD are practically run directly by local government and representing private sector in this research, and both Perum Jasa Tirta I and PT. Amman Mineral Nusa Tenggara (PT. AMNT) are state owned public company (it is worth to note that by the time author conduct the research, PT AMNT is still privately owned).
2. In order to provide a complete perspective on qualitative research, comparison is needed. Thus, this research will compare the certain aspect of training implementation in BKD Kota Malang (government body which handle human resources management traditional role in government environment), Perum Jasa Tirta I (as state owned public company), and PT. Amman Mineral Nusa Tenggara (previously owned by private sector, now state owned), as it is given that each subjects has different approach on implementing training programs.

In order to analyze and compare the research aspects of training implementation (Needs assessment and evaluation), the data which are obtained during the research are analyzed by using two models: Noe (2010)

Needs Assessment model of designing a training that identifies its causes and outcomes which include the considerations for implementing a training program which circulate on organizational analysis, person analysis and tasks analysis. This research also explains each respective research subjects training evaluation method using Kirkpatrick (2008) Four-Levels of Training evaluation model which include 4 aspects (Reaction, Learning, Behavior and Result) which are deemed important in order to evaluate the implementation of training program in term of effectivity, efficiency and training further improvement, through these variables, this research is expected to provide new perspective for better understanding of training implementation. Based to the explanations, it is needed to conduct research entitled **“Employee Training Program (A Comparison Of Public And Private Organizations)”**.

B. Research Questions

Based on the research background, this study is focused on the following questions:

1. How is the Training Needs Assessment process at Badan Kepegawaian Daerah (BKD) Kota Malang, Perusahaan Umum (Perum) Jasa Tirta I and PT. Amman Mineral Nusa Tenggara (AMNT)?
2. How is the Training Evaluation implemented at Badan Kepegawaian Daerah (BKD) Kota Malang, Perusahaan Umum

(Perum) Jasa Tirta I and PT. Amman Mineral Nusa Tenggara (AMNT)?

3. What are the barriers on Evaluating Training programs at Badan Kepegawaian Daerah (BKD) Kota Malang, Perusahaan Umum (Perum) Jasa Tirta I and PT. AMNT?
4. What are the differences between Training Needs Assessment of private organization (PT. Amman Mineral Nusa Tenggara & Perum Jasa Tirta I) and Training Needs Assessment at public organization (Badan Kepegawaian Daerah Kota Malang)?
5. What are the differences between Training Evaluation at private organization (PT. Amman Mineral Nusa Tenggara & Perum Jasa Tirta I) and Training Evaluation at public organization (Badan Kepegawaian Daerah Kota Malang)?

C. Research Purposes

The purposes of this research are explains as follows:

1. Analyzing the Training Needs Assessment at Badan Kepegawaian Daerah (BKD) Kota Malang, Perusahaan Umum (Perum) Jasa Tirta I and PT. Amman Mineral Nusa Tenggara (AMNT) using Needs Assessment model.
2. Analyzing Training Evaluation implementation at Badan Kepegawaian Daerah (BKD) Kota Malang, Perusahaan Umum (Perum) Jasa Tirta I, and PT. Amman Mineral Nusa Tenggara (AMNT) using Kirkpatrick's Four-Level Evaluation model.

3. Analyzing the barriers of Training Evaluation at Badan Kepegawaian Daerah (BKD) Kota Malang, Perusahaan Umum (Perum) Jasa Tirta I and PT. Amman Mineral Nusa Tenggara (AMNT).
4. Analyzing the differences of Training Needs Assessment implementation among private and public organizations which are represented by Badan Kepegawaian Daerah (BKD) Kota Malang (Public), Perusahaan Umum (Perum) Jasa Tirta I (Private) and PT. Amman Mineral Nusa Tenggara (AMNT) (Private).
5. Analyzing the differences of Training Evaluation implementation among private and public organizations which are represented by Badan Kepegawaian Daerah (BKD) Kota Malang (Public), Perusahaan Umum (Perum) Jasa Tirta I (Private) and PT. Amman Mineral Nusa Tenggara (AMNT) (Private).

D. Research Contributions

This research is expected to give contributions both in theoretical and practical aspect. These contributions are described as follows:

1. Theoretical Contribution

This research is expected to give better understanding and new perspective about Human Resources Management (HRM) subject, particularly on Planning, Design and Evaluation aspects of Training program in Public and Private organization institutions.

2. Practical Contribution

This research is expected to provide information on Training implementation in general which previously may not has been discussed in order to develop a training program.

E. Discussion Systematics

Writing structure is an arrangement of layout of the discussion. This paper divided into five chapters, each chapter is explains as follows:

CHAPTER I INTRODUCTION

This chapter describes research background, research problems, research purposes, research contributions and writing structure.

CHAPTER II LITERATURE REVIEW

This chapter explores previous researches and theoretical framework applied to training implementation, including definitions, processes, Raymond A. Noe's Needs Assessment model, Kirkpatrick's Four Levels of Training Evaluations, and the challenges of implementing training program.

CHAPTER III RESEARCH METHODOLOGY

This chapter explains the research method that is used in the research which includes: the type of research, research focus, research site and location, data sources, data collection techniques, research instrument as well as data analysis.

CHAPTER IV RESULT AND DISCUSSION

This chapter will explain the result of the research including the general understanding and overview of respective companies, data interpretation and data analysis.

CHAPTER V**CONCLUSION**

The final chapter contains the conclusion that reached from the research. This chapter also includes suggestions or recommendations which are expected to give new perspective for considerations for BKD Kota Malang, Perum Jasa Tirta I and PT. AMNT in order to conduct a better training implementation.

CHAPTER II

LITERATURE REVIEW

A. Empirical Review

1. Guerri & Vinante (2010)

The research which conducted by Marco Guerri and Marco Vinante titled with “Training Evaluation: an Analysis of Stakeholders’ evaluation needs”, the background of this research is to fill the gap of the literature on training program evaluation practice which usually only included multi-stakeholder evaluation, but does not include models and practice. The study focused on understanding the evaluation needs of the stakeholder groups typically involved in training programs. A training program financed by the European Social Fund in Italy is studied, using both qualitative and quantitative methodologies (in-depth interviews and survey research). The findings are as follows: first, identification of evaluation dimensions not taken into account in the return on investment training evaluation model of training evaluation, but which are important for satisfying stakeholders’ evaluation needs; second, identification of convergences/divergences between stakeholder groups’ evaluation needs; and third, identification of latent variables and

convergences/divergences in the attribution of importance to them among stakeholders groups.

2. Apriani (2015)

The research by Tini Apriani titled “Improved Ability of Human Resources Apparatus in the District Serang” points out the result of decentralized government system which result in greater authority of the regions (in this case Districts/Kabupaten in Indonesia), Serang District in particular, to develop the capacity of local government in implementation of government affairs through development of human resources. The research identified that for more than decade, these efforts are still not optimal to achieve expected result. The method used in the study is descriptive qualitative method, using the primary and secondary data. The result demonstrates that the quality of human resources is still low, there are many positions in the organization structure are unfilled, the employee recruitment system is not based on job analysis, job position evaluation system have not been implemented, individual performance evaluation is not done according to competency based assessment, and employees have not received training according to their job positions.

3. Narashimhan & Ramanarayanan (2016)

The research which titled with “Analysis of Training Needs Assessment and Implementation—A comparative study of Public and

Private sector Banks” used quantitative approach. The research aims to study the purposes of training in banking sector; how the training needs have been identified in banking sector; to study how the training program have been designed to achieve training needs; to evaluate the differential changes in training program across public and private sector banks; to suggest a focused training program based on current needs of customers and employers. The hypotheses of this study are: H_0) There is no significant difference in public and private sector banks in their training needs identification, H_1) There is a significant difference in public and private sector banks in their training needs identification. The findings suggest that the purpose of training is to help both the organization and employees in achieving their goals. The aggregate mean score of 4.3248 clearly indicates that the respondents were agreed for the purposes of conducting training by their employers. In specific, low mean score for induction training clearly shows that banks have to give more attention towards providing sufficient training to new employees as they are newly inducted to the job. Training needs identification suggests that the private sector banks have identified the training needs based on current competency level with a mean score of 4.3958 which is greater than the mean score of 4.3636 in public sector bank. There is a marginal difference in identifying training needs based on current competency level by both the sectors. Other

factors of identification of training needs have greater mean score in public sector banks than private sector banks. Private sector banks have to concentrate on the other factors of TNI (Training Needs Identification).

4. Handayani et. al. (2015)

The research is titled “Effectiveness of Leadership Education and Training of Civil Servants (The Study in Badan Kepegawaian Daerah Kabupaten Probolinggo). The study aims to describe and analyze the implementation of the Eselon III Diklatpim Training and the effectiveness of the implementation. The study used descriptive qualitative method. The result showed that the implementation of the education and leadership training is not effective, because of the lack of facilities for education and ongoing training, field observation not long enough, and time of execution of the training is less objective because it is in the classroom, so that when participants return to their respective agencies do not apply all the theories that have been obtained from the training.

5. Mirza & Riaz (2012)

The research which titled with “Training Needs Assessment in Islamic Banking Sector” aimed to explain the training and development function in the Islamic banking sector and how the needs assessment of Islamic banking fits into the process, followed by an in-

depth look at the core concepts and levels involved in conducting a training needs assessment. The authors have conducted this research under the umbrella of quantitative paradigm, using the cross-sectional way of obtaining responses as it saves time and cost, and the strategy adopted for data collection was “survey questionnaire technique”. In this study, Performance Analysis, Job Analysis, Career Development and Knowledge, Skills, and Abilities were taken as independent variables and Training Needs Assessment as the dependent variable. The sample size of 100 employees was selected without any preference among the employees. Random sampling technique was used and appropriate stratification was undertaken to represent both male and female. The authors found that the process of needs assessment identifies more than one training need; the training manager, working with management, prioritizes the training based on the urgency of the need (timeliness); the extent of the need (how many employees need to be trained); and the resources available. Also, the authors learned that training needs assessment is more crucial for performance analysis and for job analysis. Based on this information, the training manager can develop the instructional objectives for the training and development program.

Table 2.1.Previous Research

No.	Research	Research Method	Result
1.	<p>Training evaluation: an Analysis of stakeholders' evaluation needs.</p> <p>Guerci & Vinante (2010)</p>	Qualitative	<p>The findings are as follows: first, identification of evaluation dimensions not taken into account in the return on investment training evaluation model of training evaluation, but which are important for satisfying stakeholders' evaluation needs; second, identification of convergences/divergences between stakeholder groups' evaluation needs; and third, identification of latent variables and convergences/divergences in the attribution of importance to them among stakeholders groups.</p>
2.	<p>Improved Ability of Human Resources Apparatus in the District Serang.</p> <p>Tini Apriani (2015)</p>	Qualitative	<p>The results of the study demonstrates that the quality of human resources is still low, there are many positions in the organization structure are unfilled, the employee recruitment system is not based on job analysis, job position evaluation system have not been implemented, individual performance evaluation is not done according to competency based assessment, and employees have not received training according to their job position.</p>
3.	<p>Analysis of Training Needs Assessment and Implementation—a comparative study of Public and Private Sector Banks</p>	Quantitative	<p>The findings suggest that the purpose of training is to help both the organization and employees in achieving their goals. Training needs identification suggests that the private sector banks have identified the training needs based on current competency level. Other factors of identification of training needs have greater mean score in public sector banks than private</p>

	Narasimhan & Ramanarayanan, (2014)		sector banks. Private sector banks have to concentrate on the other factors of TNI (Training Needs Identification).
4.	Effectiveness of Leadership Education and Training of Civil Servants (The Study in Badan Kepegawaian Daerah Kabupaten Probolinggo) Wahyu Tri Handayani, Agus Suryono, Abdullah Said (2015)	Qualitative	The results showed that the implementation of the Education and Leadership Training Level III PNS Force BKD 226 in Probolinggo is not effective, because of the lack of facilities for education and ongoing training, field observation long enough, and time of execution of the education and training of less objective because it is in the classroom, so that when participants return to their respective agencies do not apply all the theories that have been obtained from the Level III Training Pim
5.	Training Needs Assessment in Islamic Bank Sector Mirza & Riaz (2013)	Quantitative	The authors found that the process of needs assessment identifies more than one training need; the training manager, working with management, prioritizes the training based on the urgency of the need (timeliness); the extent of the need (how many employees need to be trained); and the resources available. Also, the authors learned that training needs assessment is more crucial for performance analysis and for job analysis.

Source: Author, 2017

B. Theoretical Review

1. Training

a. Training Definitions

Simamora (2006) defined that *training* is a learning process which includes skills achievements, concepts, regulations, or attitude to improve employees performances. This definition implies that training a process, in which an individuals would achieve new set of knowledge which eventually would lead to favorable performances. Masadeh (2012) addressed the blurred definition between training and development and explained that:

“The terms training, education, development and learning may often be used interchangeably, but they can have very different, if overlapping, meanings in different contexts. In terms of human resource development, it is often necessary to define and delineate these in a bid to clarify the associated activities and desired outcomes within an organization. Employee training, in particular, is associated with on-the-job skills acquired for a particular role, while education is seen as relating to a more formal academic background. However, in increasingly complex organizations, it may be argued that aspects of each are necessary to ensure full employee potential.”

Wexley and Yukl (1976) on Mangkunegara (2009) stated that training and development are term is referring to planned efforts designed to facilitate the acquisition of relevant skills, knowledge and attitudes by organization members. Wexley and

Yukl's statement gives clearer meaning of the use of terms *training* and *development*. Wexley and Yukl (1976) on Mangkunegara (2009) explained that *training* and development are terms which correlated with systematic or planned efforts which implemented in order to achieve mastery of skills, knowledge, behaviors and organization members. Mangkunegara (2009) concluded that the term of *training* is used for operational staffs in order to improve knowledge and technical skills, whilst *development* is the term used for managerial level staffs in order to improve conceptual skills, decision making skills, and expanding human relations.

This research is using Ivancevich (2001) definition of training, he explained that *training* is an attempt to improve current or future performance. He added, there are several specific points to know about training:

- 1) Training is the systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employee master specific skills and abilities needed to be successful.
- 2) A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes, and knowledge.

- 3) Learning is the act by which the individual acquires skills, knowledge, and abilities that result in a relatively permanent change in his or her behavior.
- 4) Any behavior that has been learned is a skill. Therefore, improvement of skill is what training will accomplish. Motor skills, cognitive skills, and interpersonal skills are target of training programs.

Ivanchevich's *training* definitions does not restrict training as an act which only be able to be applied under specified circumstances and can only be done by doing it in a formal way, instead, his explanation broadened the understanding the nature of training and its main purpose—to improve performance.

b. Training Objectives

To understand why training is important, one need to understand its objectives, Ivancevich (2001) stated that the goals of training are as follows:

- 1) To ensure that participant of the training will acquire knowledge and/or abilities out of the implementation, as part of training validity.
- 2) To ensure that the knowledge and/or abilities does improve performance on the job. (Transfer validity)

- 3) To ensure the implementation relevant for the trainees and still can be useful even after the trainees leaves the company. (Inter-organizational validity)

These questions (goals) result in different evaluation procedures to examine what, if anything, training and development have accomplished. Davis and Werther (1996) explained that needs result in training and development objectives, which should stated the desired behavior and the conditions under which it is to occur. These stated objectives then become standards against which individual performance and the program can be measured. For example, the objectives for an airline reservationist might be stated as follows:

- 1) Provide flight information to call-in customers within thirty seconds.
- 2) Complete a one-city round-trip reservation in two minutes after all information has been obtained from the customers.

c. Training Components

Mangkuprawira (2009) explained that there are 5 components of training implementation:

- 1) Goals, training objectives and development must clear and can be measured.

- 2) Trainers must have sufficient qualification.
- 3) Training and development materials must be aligned with goals and objectives.
- 4) Training and development methods must be appropriate with participant's skills level.
- 5) Participant must possess certain qualification.

Davis and Werther (1996) stated that *need assessment* diagnoses current problems and future challenges to be met through training and development. For example, competitive pressure or a change in the organization's strategy may lead to downsizing and the restructuring that accompanies it. As a result, the the remaining employees may need to be more broadly trained. The comments of one training director illustrate how the external environments affect training.

“After the American with Disabilities Act of 1990 changed the Civil Rights Act 1964, we had to train every interviewer in the personnel department. This training was needed to ensure that our interviewers would not ask questions that might violate federal laws. When managers in other departments heard of the training, they do wanted to sign up. We decided that since they interviewed recruits, they should also be trained. What was to be one-time seminar became monthly session for nearly three years.”(Davis & Werther, 1996)

Anthony et al. (1996) on Mangkuprawira (2014) explain the external factors which may affect the training objectives during

needs assessment from Goldstein (1993) training process model. Werther and Davis (1996:286) implies that although training is not an organizational cure-all, undesirable trends may provide evidence of poorly prepared workforce. Thus, needs assessment must consider each person. The individual employee's needs may be determined by the HR department, by supervisors, or by self-nomination. To pinpoint the range of training needs and define their content, the HR department uses different approaches to needs assessment. It may survey potential trainees to identify specific topics about which they want to learn more; this suggest that trainees are more likely to be receptive to the resulting programs when they are viewed as relevant. Of course, this approach presumes that those surveyed know what training they need.

The explanation implies there are no definitive methods for implementing training, because its implementation is unique for each organization depends on their needs and the necessity. Davis and Werther (1996) emphasize that the (training) program's content is shaped by the needs assessment and the learning objectives. The objective here may be to teach specific skills, provide needed knowledge, or try to influence attitudes. Whatever its content/objective, the program must meet the needs of the organization and the participant. If the company's goals are not furthered, resources are wasted.

c. Training Methods

Noe (2010) explained that there are three categories of traditional training method: presentation methods, hands-on methods, and group building methods.

1) Presentation Methods are methods in which trainees are passive recipients of information. This information may include facts, processes, and problem-solving methods. Lectures and audiovisual techniques are presentation methods. It is important to note that instructor-led classroom presentation methods may include lectures, video, workbooks and manuals, CD-ROMs, and games. That is, a mix of methods can actively engage trainees in learning and can help transfer of training to occur. In a lecture, trainers communicate through spoken words what they want the trainees to learn. The communication of learned capabilities is primarily one-way, from the trainer to the audience. Instructor-led classroom presentation remains a popular training method despite new technologies such as interactive video and computer-assisted instruction. A lecture is one of the least expensive, least time-consuming ways to present a large amount of information efficiently in an organized manner.

- 2) **Hand-on Methods** are training methods that require the trainee to be actively involved in learning. These methods include on-the-job training, simulations, case studies, business games, role plays, and behavior modeling. These methods are ideal for developing specific skills, understanding how skills and behaviors can be transferred to the job, experiencing all aspects of completing a task, or dealing with interpersonal issues that arise on the job. (a) **On-the-job training (OJT)** refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior. OJT is one of the oldest and most used types of informal training. It is considered informal because it does not necessarily occur as part of a training program and because managers, peers, or mentors serve as trainers. If OJT is too informal, learning will not occur. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs. OJT takes various forms, including apprenticeships and self-directed learning programs. (Both are discussed later in this section.) OJT has several

advantages over other training methods. It can be customized to the experiences and abilities of trainees. Training is immediately applicable to the job because OJT occurs on the job using actual tools and equipment. As a result, trainees are highly motivated to learn. Both trainees and trainers are at the job site and continue to work while training occurs. This means that companies save the costs related to bringing trainees to a central location, hiring trainers, and renting training facilities. OJT can be offered at any time, and trainers will be available because they are peers or managers. Finally, OJT uses actual job tasks and occurs at work. As a result, skills learned in OJT more easily transfer to the job. (b) **Self-directed learning** has employees take responsibility for all aspects of learning—including when it is conducted and who will be involved. Trainees master predetermined training content at their own pace without an instructor. Trainers may serve as facilitators. That is, trainers are available to evaluate learning or answer questions for the trainee. The trainer does not control or disseminate instruction. The learning process is controlled by the trainee. Self-directed learning for salespersons could involve reading newspapers or trade publications, talking to experts, or surfing the Internet to find new ideas related to

the salesperson industry. Also, self-directed learning could involve the company providing salespersons with information such as databases, training courses, and seminars while still holding the employees responsible for taking the initiative to learn. Because the effectiveness of self-directed learning is based on an employee's motivation to learn, companies may want to provide seminars on the self-directed learning process, self-management, and how to adapt to the environment, customers, and technology. (c)

Apprenticeship is a work-study training method with both on-the-job and classroom training. To qualify as a registered apprentice under state or federal guidelines, apprentices in most cases must complete at least 144 hours of classroom instruction and must obtain 2,000 hours, or one year, of on-the-job experience. Once their training is complete, apprentices are called journey workers and they earn certification from the U.S. Department of Labor or a state apprenticeship agency. Apprenticeships can be sponsored by individual companies or by groups of companies cooperating with a union. (d) **Simulation** is a training method that represents a real-life situation, with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. A common example of the

use of simulators for training is flight simulators for pilots. Simulations, which allow trainees to see the impact of their decisions in an artificial, risk free environment, are used to teach production and process skills as well as management and interpersonal skills. New technology has helped in the development of virtual reality, a type of simulation that even more closely mimics the work environment. Simulators replicate the physical equipment that employee use on the job. (e) **Case study** is a description about how employees or an organization dealt with a difficult situation. Trainees are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery. Cases may be especially appropriate for developing higher order intellectual skills such as analysis, synthesis, and evaluation. These skills are often required by managers, physicians, and other professional employees. Cases also help trainees develop the willingness to take risks given uncertain outcomes, based on their analysis of the situation. To use cases effectively, the learning environment must give trainees the opportunity to prepare

and discuss their case analyses. Also, face-to-face or electronic communication among trainees must be arranged. Because trainee involvement is critical for the effectiveness of the case method, learners must be willing and able to analyze the case and then communicate and defend their positions.

- 3) **Group Building Methods** are training methods designed to improve team or group effectiveness. Training is directed at improving the trainees' skills as well as team effectiveness. In group building methods, trainees share ideas and experiences, build group identity, understand the dynamics of interpersonal relationships, and get to know their own strengths and weaknesses and those of their co-workers. Group techniques focus on helping teams increase their skills for effective teamwork. A number of training techniques are available to improve work group or team performance, to establish a new team, or to improve interactions among different teams. All involve examination of feelings, perceptions, and beliefs about the functioning of the team; discussion; and development of plans to apply what was learned in training to the team's performance in the work setting. Group building methods include adventure learning, team training, and action learning. Group building

methods often involve experiential learning. Experiential learning training programs have four stages: (1) gain conceptual knowledge and theory; (2) take part in a behavioral simulation; (3) analyze the activity; and (4) connect the theory and activity with on-the-job or real-life situations.

Noe (2010) emphasize the use of multiple method for training implementation. The first step in choosing a method is to identify the type of learning outcome that you want training to influence, these outcomes include verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. Training methods may influence one or several learning outcomes. Research on specific learning methods has shown that for learning to be effective, the instructional method needs to match the desired learning outcome. For example, research on behavior modeling and role play shows that these methods lead to positive results, but their effectiveness varies according to the evaluation criteria used. This emphasizes that the particular learning method used to deliver learning is not what is most important. Rather, the choice of the learning method should be based on the desired learning outcomes and the features that facilitate learning and transfer of training. Once the training method(s) are identified, the next step is to consider the extent to which the method facilitates learning and transfer of

training, the costs related to development and use of the method, and its effectiveness.

Trainees must understand the objectives of the training program, training content should be meaningful, and trainees should have the opportunity to practice and receive feedback. Also, a powerful way to learn is through observing and interacting with others. Transfer of training refers to the extent to which training will be used on the job. In general, the closer the training content and environment prepare trainees for use of learning outcomes on the job, the greater the likelihood that transfer will occur. As discussed in Chapter 6, two types of costs are important: development costs and administrative costs. Development costs relate to design of the training program, including costs to buy or create the program. Administrative costs are incurred each time the training method is used. These include costs related to consultants, instructors, materials, and trainers. The effectiveness rating is based on both academic research and practitioner recommendations.

d. Training Benefits

Mangkunegara (2009) explain the benefits of training implementation, those are:

- 1) Improving self-appreciation and ideology understanding.

- 2) Improving work productivity.
- 3) Improving work quality.
- 4) Improving human resource planning solidity.
- 5) Improving moral attitude and working spirit.
- 6) Improving stimulation to maximize employee achievement.
- 7) Improving health and safety.
- 8) Avoiding obsolescence.
- 9) Improving employee development in general.

e. Training Challenges

Mangkunegara (2009) explained that there are some challenges on implementing training program:

- a) Employee's individual differences.
- b) Employee's motivation.
- c) Employee's participation.
- d) Employee's selection participant.
- e) Training and Development methods.
- f) Development methods.

2. Needs Assessment

This research using Noe's (2010) explanation of what is *Needs assessment* actually, he explained that needs assessment is the first step in the instructional design process, and if it is not properly conducted any one or more of the following situations could occur:

- 1) Training may be incorrectly used as a solution to a performance problem (when the solution should deal with employee motivation, job design, or a better communication of performance expectations).
- 2) Training programs may have the wrong content, objectives, or methods.
- 3) Trainees may be sent to training programs for which they do not have the basic skills, prerequisite skills, or confidence needed to learn.
- 4) Training will not deliver the expected learning, behavior change, or financial results that the company expects.
- 5) Money will be spent on training programs that are unnecessary because they are unrelated to the company's business strategy.

Noe (2010) define *Needs Assessment* as the process used to determine whether training is necessary, and are typically involves: organizational analysis, person analysis, and task analysis. Needs

Assessment model assessment aspects (Figure 2.1.) is used on assessing the data which are obtained during research process.

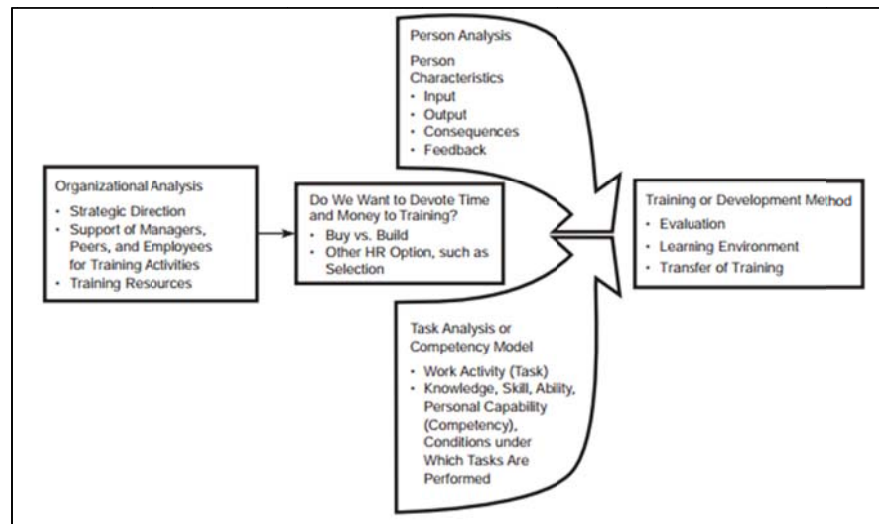


Figure 2.1. Needs Assessment Process

Source: Noe, R. A. (2010). *Employee Training and Development*. McGraw-Hill/Irwin, p. 104

Based on Noe (2010) explanation, Figure 2.3. shows the three types of analysis involved in needs assessment and the causes and outcomes resulting from needs assessment. There are many different “pressure points” that suggest that training is necessary. These pressure points include performance problems, new technology, internal or external customer requests for training, job redesign, new legislation, changes in customer preferences, new products, or employees’ lack of basic skills. Note that these pressure points do not guarantee that training is the correct solution. For example, consider, a delivery truck driver whose job is to deliver anesthetic gases to medical facilities. The driver mistakenly hooks up the supply line of a mild anesthetic to the supply line of a hospital’s oxygen

system, contaminating the hospital's oxygen supply. Why did the driver make this mistake, which is clearly a performance problem? The driver may have made this mistake because of a lack of knowledge about the appropriate line hookup for the anesthetic, because of anger over a requested salary increase that the driver's manager recently denied, or because of mislabeled valves for connecting the gas supply. Only the lack of knowledge can be addressed by training. The other pressure points require addressing issues related to the consequence of good performance (pay system) or the design of the work environment.

Needs assessment provides important input into most of the remaining steps in the training design. As shown in Figure 2.1, the needs assessment process results in information related to who needs training and what trainees need to learn, including the tasks in which they need to be trained plus knowledge, skill, behavior, or other job requirements. Needs assessment helps to determine whether the company will outsource its training, that is, purchase training from a vendor or consultant, or develop training through internal resources. Determining exactly what trainees need to learn is critical for the next step in the instructional design process: identifying learning outcomes and objectives. Through identifying the learning outcomes and resources available for training, the needs assessment also provides information that helps the company choose the appropriate training or development method. Needs assessment also

provides information regarding the outcomes that should be collected to evaluate training effectiveness.

a. Organizational Analysis

Noe (2010) stated that organizational analysis involves identifying whether training supports the company's strategic direction; whether managers, peers, and employees support training activity; and what training resources are available. Training implementer need to consider what are **company's strategic directions**, this will determine what is the strategic role of the training programs, the frequency and type of training and how the training function is organized in the company.

Training implementer also needs to make sure the training program will have **support from managers, peers and employees**, Noe (2010) stated that a number of studies have found that peer and manager support of training is critical, along with employee enthusiasm and motivation to attend training. The key factors for success are positive attitude among peers, managers, and employees about participation in training activities; managers' and peers' willingness to provide information to trainees about how they can more effectively use knowledge, skill, or behaviors learned in training on the job; and opportunities for trainees to use training content in their jobs.

The next one in the list, is to make sure that **company have the resource necessary** on holding the training program, Noe (2010) pointed one way to identify training resources is for companies that have similar operations or departments located across the country or the world share practices, this way company can make sure that training is a necessity and willingly adjust the budget which often become the barrier on holding the programs. The fourth on the list is considered optional if the company which plan to hold the training program using in-house resources, for those who do not, it is necessary to make sure **to choose the right vendor or consultant**, the third parties to implement the training activity for the company.

b. Person Analysis

Noe (2010) explained that person analysis helps to identify employees who need training, that is, whether employee current performance or expected performance indicates need for training which usually indicated by poor performances. Noe stated that poor performance is indicated by (for example) customer complaints, low performance ratings, or on-the-job incidents such as accidents and unsafe behavior. Another potential indicator of the need for training is if the job changes such that current levels of performance need to be improved or employees must be able to complete new tasks. In order to determine who needs the training,

the company need to learn what is the characteristics of the employee themselves, in Noe's explanation on process for person's analysis, he wrote that there are at least 5 points that needs to be considered (Originally proposed by G. Rummler as cited from Noe, 2010). These points are: Person Characteristics, Input, Output and Feedback. Person characteristics refer to the employees' knowledge, skill, ability, and attitudes. Input relates to the instructions that tell employees what, how, and when to perform. Input also refers to the resources that the employees are given to help them perform. These resources may include equipment, time, or budget. Output refers to the job's performance standards. Consequences refer to the type of incentives that employees receive for performing well. Feedback refers to the information that employees receive while they are performing.

c. Tasks Analysis

Noe (2010) explained that Task analysis results in a description of work activities, including tasks performed by the employee and the knowledge, skills, and abilities required to complete the tasks. A job is a specific position requiring the completion of certain tasks. A task is the employee's work activity in a specific job. Task analysis should be undertaken only after the organizational analysis has determined that the company wants to devote time and money for training. The reason for that is because

Task analysis is a time-consuming, tedious process that involves a large time commitment to gather and summarize data from many different persons in the company, including managers, job incumbents, and trainers. Noe (2010) wrote there are four steps in Task Analysis:

- 1) Select the job or jobs to be analyzed.
- 2) Develop a preliminary list of tasks performed on the job by (1) interviewing and observing expert employees and their managers and (2) talking with others who have performed a task analysis.

- 3) Validate or confirm the preliminary list of tasks.

This step involves having a group of SMEs (job incumbents, managers, etc.) answer in a meeting or on a written survey several questions regarding the tasks. The types of questions that may be asked include the following: How frequently is the task performed? How much time is spent performing each task? How important or critical is the task for successful performance of the job? How difficult is the task to learn? Is performance of the task expected of entry-level employees?

To support Noe (2010) explanations, Mangkuprawira (2014) explained that before the training activities are implemented, the company

needs to assess the necessity of its implementation. This is included on assessments level of training process. It is needed in order to identify current conditions and existing problems and to assess possible challenges which hopefully could be handled through the training and development implementations. Therefore, it is needed to prepare training and development program which based on specified needs of various sectors of operations, especially the needs of the company itself (in general) through several assessment.

3. Training Evaluation Model

Noe (2010) stated that many companies are beginning to invest millions of dollars in training programs to help gain a competitive advantage. Firms with high-leverage training practices not only invest in large sums of money into developing and administering training programs but also evaluate training programs. Training evaluation provides a way to understand the investments that training produces and provides information needed to improve training. If the company receives an inadequate return on its investment in training, the company will likely reduce its investment in training or look for training providers outside the company who can provide training experiences that improve performance, productivity, customer satisfaction, or whatever other outcomes the company is interested in achieving. Training evaluation provides the data needed to demonstrate that training does offer benefits to the company. Training evaluation

involves both formative and summative evaluation. Noe (2010) explained that Formative evaluation refers to the evaluation of training that takes place during program design and development. That is, formative evaluation helps to ensure that (1) the training program is well organized and runs smoothly and (2) trainees learn and are satisfied with the program. Formative evaluation provides information about how to make the program better; it usually involves collecting qualitative data about the program. Meanwhile, Summative evaluation refers to an evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program. Summative evaluation may also include measuring the monetary benefits (also known as return on investment) that the company receives from the program. Summative evaluation usually involves collecting quantitative (numerical) data through tests, ratings of behavior, or objective measures of performance such as volume of sales, accidents, or patents.

Noe (2010) explained the reasons why a training program needs to be evaluated:

- 1) To identify the program's strengths and weaknesses. This includes determining if the program is meeting the learning objectives and the quality of the learning environment.

- 2) To assess whether the content organization, and administration of the program (including the schedule, accommodations, trainers, and materials) contribute to learning and the use of training content on the job.
- 3) To identify which trainees benefited most or least from the program.
- 4) To gather data to assist in marketing programs through collecting information from participant about whether they would recommend the program to others, why they attend the program, and their level of satisfaction with the program.
- 5) To determine the financial benefits and costs of the program.
- 6) To compare the costs and benefits of training versus non-training investment (such as work redesign or a better employee election system).
- 7) To compare the costs and benefits from different training programs to choose the best programs.

This research uses Kirkpatrick's Four-Level training evaluation model. Kirkpatrick (2006) explains:

“The four levels represent a sequence of ways to evaluate programs. Each level is important and has an impact on the next level. As you move from one level to the next, the process becomes more difficult and time-consuming, but it also provides more valuable information. None of the level

should be bypassed simply to get to the level that trainer considers the most important. These are the four levels: (a) Level 1: Reaction, (b) Level 2: Learning, (c) Level 3: Behavior and (d) Level 4: Result”.

1) Reaction.

As the word *reaction* implies, evaluation on this level measures how those who participate in the program react to it. Kirkpatrick call it a measure of customer satisfaction. It is important not only to get a reaction but to get a positive reaction. Kirkpatrick (2016) emphasize:

“As just described, the future of a program depends on positive reaction. In addition, if participants do not react favorably, they probably will not be motivated to learn. Positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of its occurring.”

Kirkpatrick (2006) explain that evaluating reaction is the same thing as measuring customer satisfaction. If training is going to be effective, it is important that trainees react favorably to it. Otherwise, they will not be motivated to learn. Also, they will tell others of their reactions, and decisions to reduce or eliminate the program may be based on what they say. Some trainers call the forms that are used for the evaluation of reaction happiness sheets. Although they say this in a critical or even cynical way, they are correct. These forms really are happiness sheets. But they are not worthless. They help us to determine how effective

the program is and learn how it can be improved. Measuring reaction is important for several reasons. First, it gives us valuable feedback that helps us to evaluate the program as well as comments and suggestions for improving future programs. Second, it tells trainees that the trainers are there to help them do their job better and that they need feedback to determine how effective they are. If we do not ask for reaction, we tell trainees that we know what they want and need and that we can judge the effectiveness of the program without getting feedback from them. Third, reaction sheets can provide quantitative information that you can give to managers and others concerned about the program. Finally, reaction sheets can provide trainers with quantitative information that can be used to establish standards of performance for future programs.

2) Learning.

Kirkpatrick (2006) explained that *Learning* can be defined as the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program. Those are the three things that a training program can accomplish. Programs dealing with topics like diversity in the workforce aim primarily

at changing attitudes. Technical programs aim at improving skills. Programs on topics like leadership, motivation, and communication can aim at all three objectives. In order to evaluate learning, the specific objectives must be determined. Kirkpatrick (2006) further explained that it is important to measure learning because no change in behavior can be expected unless one or more of these learning objectives have been accomplished. Moreover, if we were to measure behavior change and not learning and if we found no change in behavior, the likely conclusion would be that no learning took place. This conclusion may be very erroneous. The reason no change in behavior was observed may be that the climate was preventing or discouraging. In these situations, learning may have taken place, and the learner may even have been anxious to change his or her behavior. But because his or her boss either prevented or discouraged the trainee from applying his or her learning on the job, no change in behavior took place. Kirkpatrick (2006) emphasize that learning is important. Without learning, no change in behavior will occur. Sometimes, the learning objective is to increase knowledge. Increased knowledge is relatively easy to measure by means of a test related to the content

of the program that we administer before and after the training. If the knowledge is new, there is no need for a pretest. But if we are teaching concepts, principles, and techniques that trainees may already know, a pretest that we can compare with a post-test is necessary.

3) Behavior.

Kirkpatrick (2006) explains that *Behavior* can be defined as the extent to which change in behavior has occurred because the participant attended the training program. In order for change to occur, four conditions are necessary: (a) the person must have desire to change, (b) the person must know what to do and how to do it, (c) the person must work in the right climate, (d) the person must be rewarded for changing.

Kirkpatrick (2006) add that the training program can accomplish the first two requirements by creating a positive attitude toward the desired change and by teaching the necessary knowledge and skills. The third condition, right climate, refers to the participant's immediate supervisor. Five different kinds of climate can be described: (a) *Preventing*: The boss forbids the participant from doing what he or she has been taught to do in the training program.

The boss may be influenced by the organizational culture established by top management. Or the boss's leadership style may conflict with what was taught. (b) *Discouraging*: The boss doesn't say, "You can't do it," but he or she makes it clear that the participant should not change behavior because it would make the boss unhappy. Or the boss doesn't model the behavior taught in the program, and this negative example discourages the subordinate from changing. (c) *Neutral*: The boss ignores the fact that the participant has attended a training program. It is business as usual. If the subordinate wants to change, the boss has no objection as long as the job gets done. If negative results occur because behavior has changed, then the boss may turn into a discouraging or even preventing climate. (d) *Encouraging*: The boss encourages the participant to learn and apply his or her learning on the job. Ideally, the boss discussed the program with the subordinate beforehand and stated that the two would discuss application as soon as the program was over. The boss basically says, "I am interested in knowing what you learned and how I can help you transfer the learning to the job." (e) *Requiring*: The boss knows what the subordinate learns and makes sure that the learning transfers to the job. In some cases, a learning

contract is prepared that states what the subordinate agrees to do. This contract can be prepared at the end of the training session, and a copy can be given to the boss. The boss sees to it that the contract is implemented. Malcolm Knowles's book *Using Learning Contracts* (Jossey-Bass, 1986) describes this process. Kirkpatrick (2006) further explained:

“It is obvious that this question is more complicated and difficult to answer than evaluating at the first two levels. First, trainees cannot change their behavior until they have an opportunity to do so. For example, if you, the reader of this book, decide to use some of the principles and techniques that I have described, you must wait until you have a training program to evaluate. Likewise, if the training program is designed to teach a person how to conduct an effective performance appraisal interview, the trainee cannot apply the learning until an interview is held. Second, it is impossible to predict when a change in behavior will occur. Even if a trainee has an opportunity to apply the learning, he or she may not do it immediately. In fact, change in behavior may occur at any time after the first opportunity, or it may never occur. Third, the trainee may apply the learning to the job and come to one of the following conclusions: “I like what happened, and I plan to continue to use the new behavior.” “I don’t like what happened, and I will go back to my old behavior.” “I like what happened, but the boss and/or time restraints prevent me from continuing it.” We all hope that the rewards for changing behavior will cause the trainee to come to the first of these conclusions. It is important, therefore, to provide help, encouragement, and rewards when the trainee returns to the job from the training class. One type of reward is intrinsic. This term refers to the inward feelings of satisfaction, pride, achievement, and happiness that can occur when the new behavior is

used. Extrinsic rewards are also important. These are the rewards that come from the outside. They include praise, increased freedom and empowerment, merit pay increases, and other forms of recognition that come as the result of the change in behavior.”

4) Result.

Kirkpatrick (2006) explained that *Result* can be defined as the final result that occurred because the participant attended the program. The final result can include increased production, improved quality, decreased costs, reduced frequency and/or severity of accidents, increased sales, reduced turnover, and higher profits. It is important to recognize that result like these are the reason for having some training programs.

Kirkpatrick (2006) emphasize:

“Evaluating results, level 4, provides the greatest challenge to training professionals. After all, that is why we train, and we ought to be able to show tangible results that more than pay for the cost of the training. In some cases, such evaluation can be done and quite easily. Programs that aim at increasing sales, reducing accidents, reducing turnover, and reducing scrap rates can often be evaluated in terms of results. And the cost of the program isn’t too difficult to determine. A comparison can readily show that training pays off.”

C. Research Framework

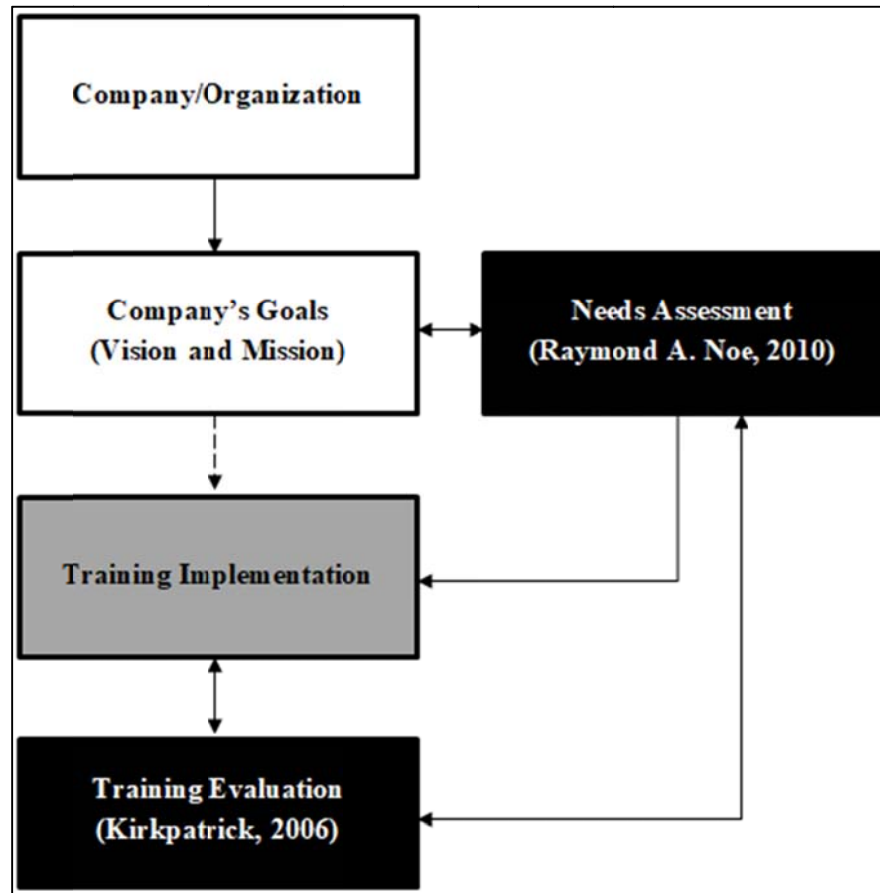


Figure 2.2. Research Framework

Information:

→ : Indicates direct connection between two (or more) factors.

....> : Indicates Indirect connection between two (or more) factors.

■ : Indicates the main factors which are being researched (focused factors)

■ : Indicates the factor(s) which are being researched, but is/are not the main focus

☐ : Indicates the factor which are significant, but is/are not the research focus.

Figure 2.4. explains the conceptual framework in which this research focused on. As shown in the figure, this research will focused on the need assessment of s training implementation, the planning and design process and the evaluation method which applied to the training method. Meanwhile the training implementation itself are briefly explained but are not the main focus of this research.

CHAPTER III

RESEARCH METHOD

A. Research Type

This research is an exploratory research using qualitative approach. The qualitative approach is selected as it needed to explore, analyze and understand the research phenomenon to discover new understanding and perspectives. This research aims to investigate and analyze phenomenon based on several theories related to the implementation of training program, especially in the aspects of Planning, Design and Evaluations in Badan Kepegawaian Daerah (BKD) Kota Malang, Perum Jasa Tirta I and PT. Amman Mineral Nusa Tenggara (PT. AMNT) including the barriers and challenges. This exploratory research is based on Cresswell's (2014) definitions of qualitative research design:

“Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant setting. Data analysis inductively building from particulars to general themes and the researcher makes interpretation of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning and the importance of rendering complexity of a situation.”

To summarize, researcher collected data from participant's responses to certain phenomena which in this case is the aspect of planning, designing and evaluation of training program—through their way of thinking, personal feelings, thoughts, opinions and actions. The results of the data are interpreted by researcher by analyzing the data without any interventions or changes. Interpretation is presented as is and in logical sentences and can be easily to understand. The writing of the final result of the research is conducted in flexible way and using inductive analysis formatting.

B. Research Focus

The focus of this research is to analyze and compare how private and public organization plan, design and evaluate their training program. The research focuses are strictly based from the research questions and are detailed as follows:

1. Training program Needs Assessment implementation at BKD Kota Malang, Perum Jasa Tirta I and PT. AMNT by using Raymond A. Noe's Needs Assessment model which include:
 - a. Organizational Analysis,
 - b. Person Analysis,
 - c. Tasks Analysis.

The three so-called pillars of the Needs Assessment provide the driving factors as of why it is needed to conduct a training

program and also provide the understanding of what are the barriers and challenges which are needed to pass in order to implement the program(s).

2. The Evaluation process of training program in BKD Kota Malang, Perum Jasa Tirta I and PT. AMNT by using Kirkpatrick's Four-Levels of Evaluating training programs which include:
 - a. Reaction
 - b. Learning
 - c. Behavior
 - d. Result
3. The barriers of the Training Needs Assessment and Training Evaluation which may occur along the implementations in BKD Kota Malang, Perum Jasa Tirta I and PT. AMNT.

C. Interview Questions

The following question are used during the research interview, the type of interview is semi-structured interview. The guideline is divided into two parts, the first one intended for top level management representative(s) and Human Resources Division representative(s), and the second one is intended for the training participant(s), it is originally written in Indonesian and later translated to English:

Table 3.1. Interview Guidelines for Top Level Mgt./HR Div. Representatives.

No.	Questions	Details
1.	Could you explain briefly the profile of your company?	These questions provided explanations, in generality or specifically the profile of the company to provide basic understanding about the company's operation, goals, implementations and etc.
2.	Could you explain the vision and mission statement of your company?	
3.	Could you explain the training programs that have or will be held by your company?	
4.	Could you explain the driven factor(s) behind the implementation of a training program?	These questions provided insight about company's considerations, logic and facts behind the implementation, along providing data for Organization Analysis aspect of research focus.
5.	Does that particular program is indeed helping the company thrive? Does it (particular training program) relevant for the company's (operation)?	
6.	Who are obligated to attend that particular training program? How did the criteria decided?	These question provided insight about the company's decision behind choosing particular participants on attending the training program, this
7.	What was the method(s) used to	

	informed potential participant to participate in training program?	would also provide facts and organizational point of view regarding Tasks and Person Analysis aspect of research focus.
8.	Could you explain implemented training evaluation procedures for training program?	<p>These question provided general understanding about the implemented procedures of training evaluation program in the organization, along providing facts and organizational point of view regarding training evaluation practice in the organization</p>
9.	Does organization already decided what standards which may be used as indicator of particular training to be called “success”?	
10.	What are the aspects which used to evaluate a training program? (How organization decided to use those aspects to evaluate the training program?)	
11.	Does implementer provide means for training participant to give their feedbacks about the training program (which they have attended)?	
12.	Are there any changes from	This question provided additional

	participant after they attend the training program? (Behavior Changes, Skills and etc.)	information about participant capabilities on providing feedbacks to organization regarding the training program which they attended.
13.	How does Human Resources Division/Department analyze the result of the training program?	This question provided additional information regarding organization strategy and practice about how to analyze the result of the training program which they held.
14.	Who/which department/which third party are involved (handling) the evaluation program implementation in general?	This question provided insight and information about what divisions, sub-division or any third parties which are involved in their training evaluation practice.
15.	Could you explain the role of Top Level Mgt./HR Div. on Preparing Implementation of training program in this company? (in general)	This question provided information and organizational point of view about particular positions or division in organization during the training program implementation activities.
16.	Does any third party also involved in training program implementation?	This question provided additional information and facts regarding third party involvement in training program implementation in general.

17.	What are the supports provided by Top Level mgt. for HR Division in order to help to organize the training program? (If there are any)	This question provided information about top level management involvement to the practice, in particular, about their supports to the HR Division as the program implementer.
18.	What are the barriers which are faced by Implementer during overall implementation of training program, particularly on organizing and evaluating the program?	This question provided information and facts regarding the barriers which may hinder the overall implementation of training program.

Table 3.2. Interview guideline for training participants.

No.	Questions	Details
1.	Does organization representatives informed you about the incoming training program? How does the organization inform you about it?	This question provided understanding about organization practice particularly in person analysis aspect.
2.	Does the organization obligated employees to fulfill certain	

	criteria in order to participate in a training program?	
3.	Does the training program you have attended suitable for your work?	These questions provided understanding and facts about organization effort on tasks analysis and organization analysis regarding to their training program.
4.	Does the material/knowledge given during training suitable for your work?	
5.	Does the material/knowledge is enough, in your opinion? If not why is that?	
6.	Personally, do you feel changes after you participate the training program (compared before you participated)	These question provided understanding and facts about organization practice regarding training evaluation activities.
7.	Does the training implementer give you the result of your training?	
8.	Did you asked to give some kind of feedback or opinion for the organization regarding to training program you attended?	
9.	Are there any further actions or	

	activities from the organization as continuation of training program implementation?	
10.	In your opinion, what are the barriers you faced during training program?	This question provided additional information about barriers which participant felt during overall training program.

D. Research Sites

The research is conducted at Badan Kepegawaian Daerah (BKD) Kota Malang office at City Town Hall located in Tugu St. No. 1, Malang, Perum Jasa Tirta I main office at Surabaya St. No. 2A, Malang, and PT. Amman Mineral Nusa Tenggara Human Resources Headquarters located in “Townsite” at Batu Hijau Mining site, West Sumbawa Regency. Research locations were selected based on the following consideration:

1. BKD Kota Malang, Perum Jasa Tirta I, and PT. Amman Mineral Nusa Tenggara represents distinctively different sector, as BKD are practically run directly by local government and representing private sector in this research, and both Perum Jasa Tirta I and PT. Amman Mineral Nusa Tenggara (PT. AMNT) are state owned public company (it is worth to note that by the time author conduct the research, PT AMNT is still privately owned).
2. In order to provide a complete perspective on qualitative research, comparison is needed. Thus, this research will compare the certain aspect of

training implementation in BKD Kota Malang (government body which handle human resources management traditional role in government environment), Perum Jasa Tirta I (as state owned public company), and PT. Amman Mineral Nusa Tenggara (previously owned by private sector, now state owned), as it is given that each subjects has different approach on implementing training programs.

The general overview of respective organizations is explained in following table:

Table 3.1.Organizations General Overview

Characteristic	BKD Kota Malang	Perum Jasa Tirta I	PT. Amman Mineral Nusa Tenggara
Institution Type	Public/Non-profit	Private/State-owned	Private/State-owned
Company's Overview	Government body which manages human resources and handle issues related to human resources in Malang City government.	Water resources management, maintenance and control.	Cooper, Gold and Silver mining industry.
Establishment	In 2004 (In accordance to State Regulation No. 34 Year 2004)	In 1999	In 2000 (Operation starts)

E. Data Sources

There are two types of data sources which obtained in this research:

1. Primary Data

Primary data are obtained directly from the participant. The data are writing record or voice recording. Furthermore, primary data are obtained from interview and observation results. In this research primary data are obtained from Human Resources Division—with the distinct different organizational systems of respective research subject, the data are also retrieved from other division or sub-division as long as it relevant to the topic and/or respective participant are members of division and/or sub-division which conduct human resources management traditional roles.

2. Secondary Data

Secondary data refers to information collected from existing sources. A secondary data defined as secondhand accounts of the people or situation written by others as cited from Cresswell (2014). Secondary data are collected from previous research reports, media reports, as well as others documentations. Generally, secondary data are obtained by studying available literature, thus, in this research secondary data—with the nature of the companies and governmental

bodies in mind, is collected from the companies or government websites, academic report such as: journal and minor thesis, and mainstream media reports.

F. Data Collection Techniques

In this research, researcher using several techniques to obtain the required data, explained as follows:

1. Interview

According to Cresswell (2014), researcher conduct face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. In actuality, researcher conducted semi-structured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. Researcher encountered the interview participant directly during working hours and done telephone interviews, for the exception of Perum Jasa Tirta I's representative(s) which insist the interview is answered via written sheet, mainly because the concerned party is not attended on the premise during the time of the research. Details of the research participant/research informant are as follows:

Table 3.4.Respondent Profiles

Name	Instituion	Position
Ferry Andriono	BKD Kota Malang	Head of Sub-Division of Education and Training
Anneke Sjane Taulu	BKD Kota Malang	Head of Sub-Division of Profession Facilitation
Andika Arif	BKD Kota Malang	Staff
Dwi Susianti	BKD Kota Malang	Staff
Indira Sriwahyuni	BKD Kota Malang	Head of Sub-Division Competency Development
Zainab	BKD Kota Malang	Head of Competency Development and Profession Facilitation
Name Undisclosed	Perum Jasa Tirta I	Senior person at HR Department.
Name Undisclosed	Perum Jasa Tirta I	Senior Staff at HR Department
Marisa Latifa	University of Gajahmada/PT. AMNT (sub-contractor)	Human Resources Department Associate/Expertee
Adit	University of Gajahmada/PT. AMNT (sub-contractor)	Human Resources Department Associate/Expertee

2. Observation

Cresswell (2014) explained that qualitative observation is when the researcher took field notes on the behavior and activities of individuals at the research site. In this research, researcher took field notes to write down participant answers, particular observation findings and details regarding the interview to provide complete perspective of the finding in semi-structured way. This practice is important to provide and confirm participant statements which retrieved during interviews and to support research arguments. Typically these observation are open-ended in the researcher ask general questions of the participants allowing the participants to freely provide their views.

3. Documentation Study

Cresswell (2014) stated that during documentation process of research, the researcher may collect qualitative documents. This particular technique is executed during research in PT. Amman Mineral Nusa Tenggara because of confidentiality policy. The policy disabled researcher to conduct face-to-face interview with representative whom are working in the HR Division (for exception of Ms. Marisa and Mr. Adit), as the result, researcher rely on data which obtained during research, which includes: official observation reports paper, selected company's official

documents and private documents which researcher obtained during observation activity and direct involvement and are allowed to published.

4. Audio-Visual Study

Cresswell (2014) indicated that documents which research may be gathering during research are taken in form of photographs, art of objects, videotapes, website main pages, e-mails, text messages, social media text, or any forms of sound. Include creative data collection procedures that fall under the category of visual ethnography (Pink, 2001) and which might include living stories, metaphorical visual narratives, and digital archives (Clandinin, 2007). As the statement suggested, researcher gathered many observation photographs and other audio-visuals sources to supports researcher argument, this practice mainly to support researcher statement for data findings in PT. Amman Mineral Nusa Tenggara.

G. Research Instrument

Consistent with the data collection techniques, research instruments which are used in this research are described as follows:

1. Researcher

Researcher described as research instrument because researcher is functioned as planners, implementer of data collection, analyst and data interpreter. In qualitative research, there is no other choice than to make a person (researcher) as the main research instrument.

2. Interview Guide

Researcher is using semi-structured interview, researcher is using guidelines in order to facilitate the interview activities. The interview guidelines contained a series of questions (Figure 3.1. and Figure 3.2.) which are asked during the interviews in order to obtain the needed data.

3. Field Note

Field note is a personal research note created by researcher during observations activities. The field not is considered indispensable, because the limitation of human remembering capabilities. The field note is recording what is seen, heard and experienced during research activity.

4. Documentation Instrument

In this particular activity, researcher used various tools in the form of stationary, copy machines and camera in other to gather sufficient documents to obtain relevant data (e.g., archives).

5. Audio-Visual Instrument

In this particular activity, researcher used electronic tools to record images and sounds as choice of data collection techniques. The device used in audio-visual material is smartphone with camera and voice recording capabilities.

H. Data Analysis Model

1. Data Analysis Model

The data which are obtained during research are analyzed using Cresswell (2014) framework. Data analysis in qualitative research is processed hand-in-hand with other parts of developing the qualitative study, namely, the data collection and the write-up findings. While interviews are going on, for example, researcher may be analyzing an interview collected earlier, writing memos that may be ultimately be included as a narrative in the final report, and organizing the structure of the final report. This process is unlike quantitative research in which the researcher collects data, then analyzes the information, and finally writes the report.

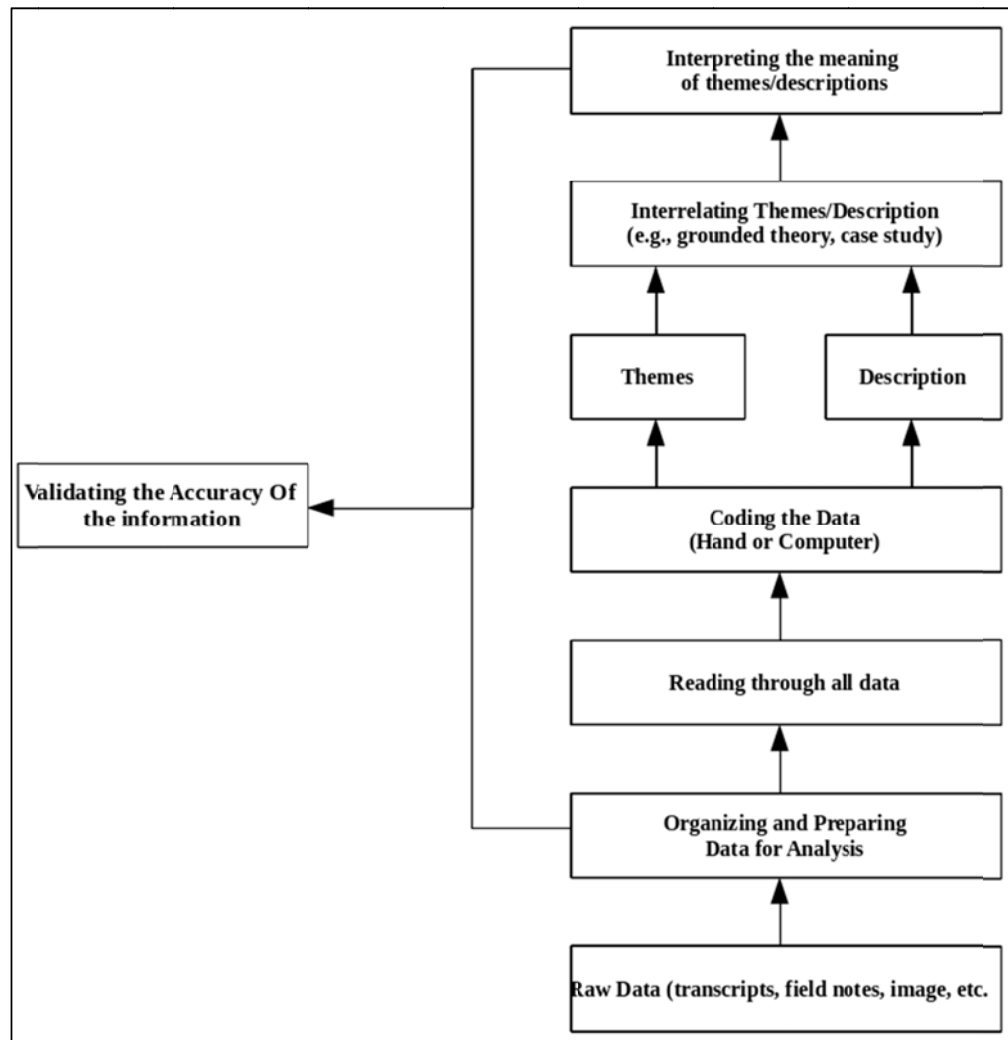


Figure 3.1. Cresswell's Data Analysis Model

Source: Cresswell. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. (London/SAGE)

Figure 3.1. suggests a linear, hierarchical approach building from the bottom to the top, which includes various stages that are interrelated and not always visited in the order presented. This research follows all of the framework (figure 3.1.) explained in the following points:

- 1) The researcher organize and prepare the data by transcribed all the interviews result, observation reports and field notes, gathering audio-visual materials such as photographs and voice record for later uses—sorting and arranging the data into different types depending on the sources of information. All of the audio-visual materials, field notes, observations reports are considered as main sources of the data. The data are obtained during research in respective research location abiding to their rules for research participant. Apart from organizing and preparing the data, researcher also gathered additional data sources from journals about training needs assessments and/or training evaluation, official reports in mainstream media (if there are any) and additional visual materials from third party providers (official websites and etc.)—this is paramount as the result of most of research participant may provide an incomplete or biased opinion during the interview process.
- 2) The researcher then read at all the obtained data to understand the overall sense of gathered information from each organization to induce understanding of their ideas, impression, credibility, and use of the information. Researcher transcribed the thought implied from the understanding of the data in written notes and beginning to shape the overall ideas out of the knowledge. Researcher also deepened understanding to the Training Needs Assessment and

Training Evaluation practice in others organization, apart from research subjects, in order to understand complete perspective of how the practice should be as determined by theory and proven practice and tried to compare those to research findings.

- 3) The script is begin to take shape during the process of coding all of the data into written media, as suggested by Rossman & Rallis (2012) and compiling the written sentences into completed paragraphs which contain the findings, arguments about the findings, categorizing the images, figures and tables and then segmenting terms which used to describing certain aspect of the research. During this process, researcher included additional information from legitimate sources, namely: journals and research books to provide understanding about the practice along the way. These sources intended to strengthen researcher arguments to the actual practice to provide better understanding and perspective for the readers.
- 4) Researcher then are able to decrypt the data in accordance to research theme by providing appropriate representation of given description in qualitative narration. Using the transcribed interviews result, visual materials and observation report, researcher is able to provide appropriate narration which in-line with research focus and theme which supported by the findings.

5) Finally, research analyzed the data and reached the conclusion by comparing respective data finding from each organization into a compilation of comparison, providing conclusion, and recommendation for each company. These results will then further supported by data finding from journals, official reports and etc. to give concerned party complete perspective of what Training Needs Assessments and Training Evaluation actually is and how it should be implemented, and how the each organization handled their implementation.

2. Data Validity

The validity of research data of qualitative research can be claimed as valid or verified when there is no difference between reports of researcher with reality occurred on the subject of research. However, it is important to keep in mind that the truth of data according to the qualitative research is not plural, but singular and depends on the ability of researchers in constructing the observed phenomena, as well as formed by individuals who have different background. Qualitative validity means that researcher checks for the accuracy of the finding by employing certain procedures (Cresswell, 2014).

Creswell (2014) suggest to using multiple strategies in maintaining the validity of data. Therefore, strategies of maintaining validity of the data in this study are detailed as follows:

1) Triangulation

Creswell (2014) suggest that:

“Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participant, then this process can be claimed as adding to the validity of the study”.

As result of the triangulation, researcher choose one kind of triangulation, it's triangulation of methods. Triangulation of method is conducted by comparing the information or data in a different way. In this research, researcher use method of observation, interviews and documentation. In addition, researcher also could use a different source to check the truth of findings.

2) Present negative or discrepant information (comparison)

Creswell (2014) explained that real life composed of different perspectives which do not always coalesce, in that account, discussing contrary information adds to credibility of it. A researcher can accomplish this in discussing evidence about a theme. Most evidence will build a case for the theme: researcher can also present information that

contradicts the general perspective of the theme. By presenting this contradictory evidence, Creswell emphasize, the account becomes more realistic and hence valid. Additionally, Maxwell described in Yin (2011) that one of the methods for validation of qualitative data is comparison. Compare explicitly the result across different settings, groups, or events. In this research, researcher compared the data finding with established theory (Noe, 2010 and Kirkpatrick, 2006) and also compared the data among organizations.

CHAPTER IV

RESEARCH RESULT & DISCUSSION

A. General Overview of Research Site

1. Badan Kepegawaian Daerah (BKD) Kota Malang

a. Overview of BKD Kota Malang

Badan Kepegawaian Daerah (BKD) Kota Malang was established in accordance to Major Policy No. 46 Year 2016 about Position, Organizational Structure, Tasks, Functions and working procedures of Regional Employment Agency (Badan Kepegawaian Daerah). Their main function includes:

1. Formulations of technical policy on staffing;
2. Preparation of Training Program and Implementation on staffing policy;
3. Implementation of Employee mutation;
4. Implementation of Disciplinary Actions;
5. Implementation of Educational Program and Staff Training;
6. Implementation of Salary Arrangement and Employee Benefits;
7. Staff formation arrangement and employee procurement;
8. Preparation of staff information system;
9. Preparation of Personnel welfare policy materials;

10. Preparation of personnel dismissal and retirement material;
11. The implementation of religious activities in order to provide guidance for employee;
12. Implementation of purchase/procurement or constructing tangible fixed assets to be used in the framework of the implementation of basic tasks and functions;
13. The implementation of maintenance of local property/assets used in the framework of the implementation of principal/basic tasks and function;
14. The implementation of the policy on the management of regional property/assets which is in its control;
15. Implementation of Minimum Service Standards (Standar Pelayanan Minimum or SPM);
16. Preparation and implementation of Public Service Standards (Standar Pelayanan Publik or SPP) and Standard Operational Procedures (SOP);
17. Implementation of measurement of Community Satisfaction Index (Indeks Kepuasan Masyarakat or IKM) and/or implementation of collecting clients' opinion periodically which aims to improve service quality;
18. Management of Public Complaints in the field of staffing policy;

19. Releasing data on development result and other information related to public services on a regular basis through local/regional government official website;
20. General administrative management including the preparation of programs, management, administration, finance, employment, household, equipment, public relations, literature and archives;
21. Empowerment and fostering functional positions;
22. Evaluating and reporting the implementation of basic tasks and functions; and
23. The implementation of other functions provided by the mayor in accordance with the main tasks.

b. Vision

“Terwujudnya Aparatur Pemerintah yang Berkualitas dan Profesional Guna Mendukung Pelayanan Publik yang Prima”.

“Creating quality and professional state apparatus in order to provide prime public service”.

The vision statements are created in accordance to Malang government administration mission statement no. 5 which is: (ID) “Meningkatkan Reformasi Birokrasi dan Kualitas Pelayanan Publik yang Professional, Akuntabel dan Berorientasi Pada Kepuasan Masyarakat”. (ENG) “To Improve

Bureaucracy Reform and Public Service Quality that is Professional, Accountable, and Community Satisfaction Oriented”.

c. Mission Statement

“Meningkatkan Pelayanan Administrasi Aparatur Pemerintah Daerah yang Berkualitas”.

“To Improve Quality of Administration Service of Regional Government Apparatus”.

d. Organization Structure/Chart

**STRUKTUR ORGANISASI
BADAN KEPEGAWAIAN DAERAH KOTA MALANG**

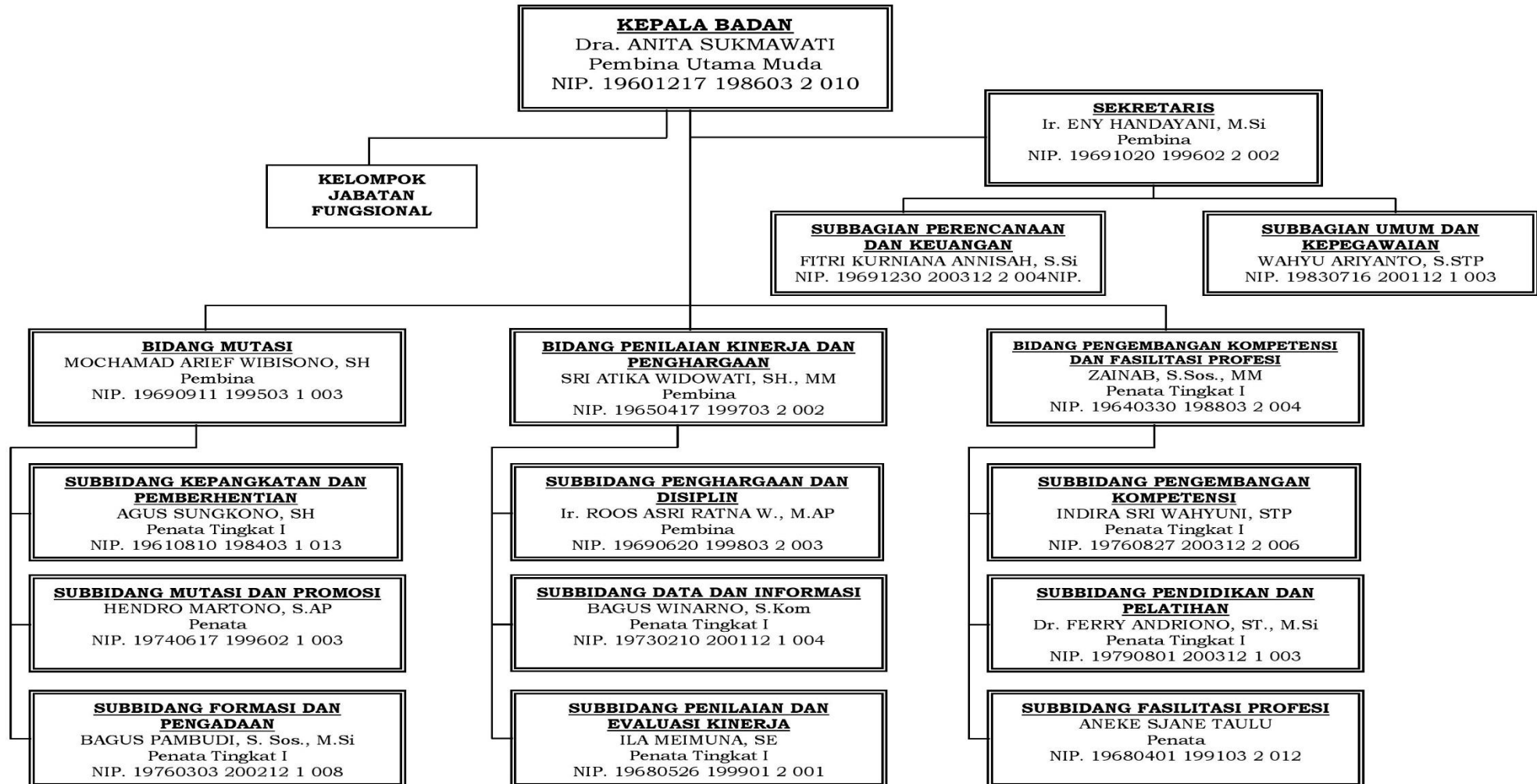


Figure 4.1. Organizational Structure of BKD Kota Malang, Source: Badan Kepegawaian Daerah Kota Malang, 2017

2. Perum Jasa Tirta I

a. Overview of Perum Jasa Tirta I



Figure 4.2. Logo of Perum Jasa Tirta I

Source: jasatirta1.co.id (retrieved on October 23rd, 2017)

Perum Jasa Tirta I is a state-owned business entity which established as organize general utilizations of quality and adequate water supply and its sources for general purposes, which including certain tasks which assigned by government on managing river stream zones, including: protection; development and utilization of rivers water sources and/or other waters sources such as publishing information, recommendations, counseling and guidance.

Perum Jasa Tirta I itself was established in 1990 as per mandate of Government Policy (Peraturan Pemerintah or PP) No.

5 Year 2010 about Perum Jasa Tirta as state-owned enterprise located in Malang. As a follow up for the published policy, on November 1st, 1991, comes out Ministry Policy No. 56/PRT/1991 about general policy of general enterprise utilization (Perusahaan Umum or Perum) Jasa Tirta. This policy becomes operational direction for Perum Jasa Tirta. On the article 6 of this policy, Perum Jasa Tirta are given following main tasks:

1. Exploitation and maintenance for watering infrastructure;
2. Undertaking water and water resources;
3. Actively participate in managing River Stream Zones (Daerah Aliran Sungai or DAS) which includes: protection, development and water utilization and water sources;
4. Water infrastructure rehabilitation (as far of enterprise authority).

b. Vision and Mission Statement

Vision: *“To be a world class water resources manager State-owned Enterprise by 2025”*

Mission:

- 1) Organizing water resources management in accordance to assignment, professionally and Innovative in order to provide prime service to all stakeholders.
- 2) Organizing undertaking with optimal organizational efforts in accordance to corporate principles that healthy and responsibly.

c. Organization Structure/Chart

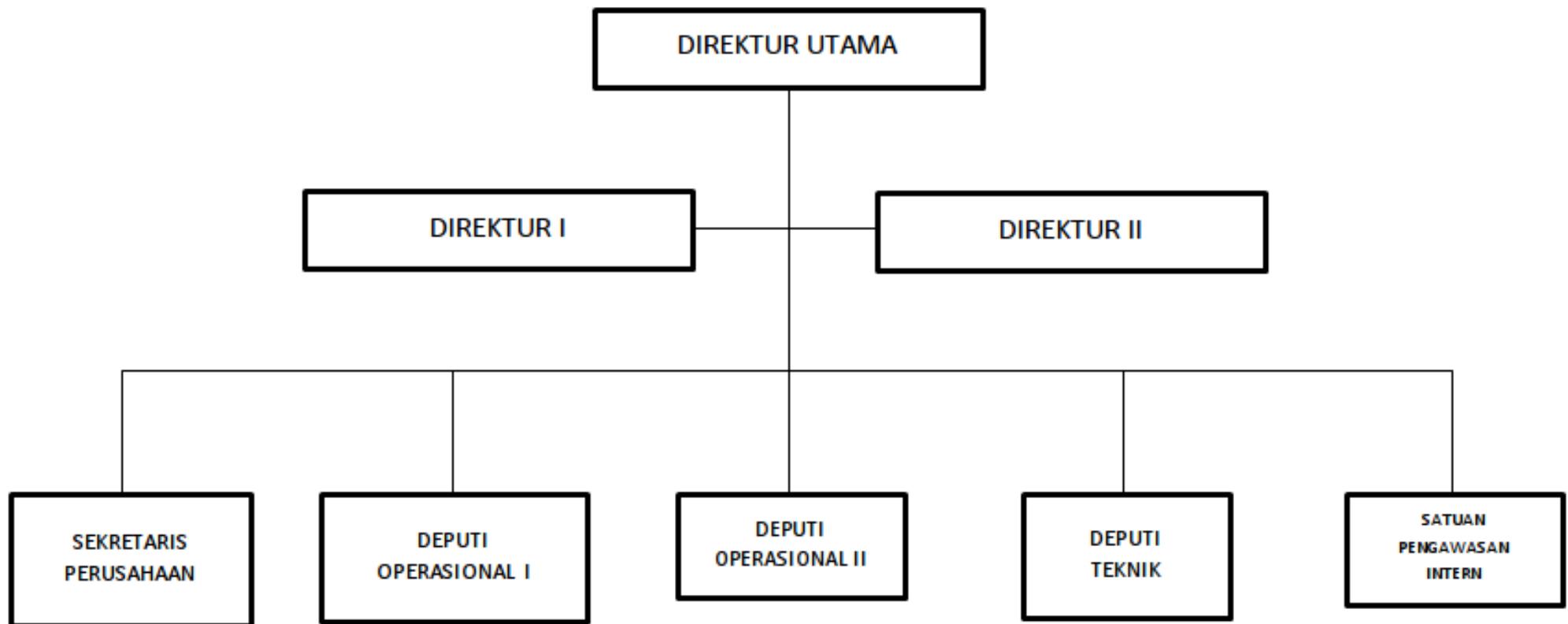


Figure 4.3. Organization structure of Perum Jasa Tirta I, adapted from: jasatirta1.co.id (retrieved on October 20th, 2017)

3. PT. Amman Mineral Nusa Tenggara (AMNT)

a. Overview of PT. AMNT

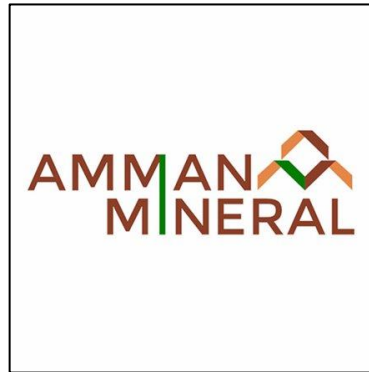


Figure 4.4. Logo of PT. AMNT

Source: eksplorasi.id

Amman Mineral Nusa Tenggara (AMNT), formerly PT Newmont Nusa Tenggara, is a copper and gold mining company operating under IUPK. Since commencing its full operations in Indonesia in 2000, the Company has contributed more than Rp. 100 trillion in the payment of taxes and non-taxes, royalties, employee salaries, purchases of domestic goods and services and dividends to its national shareholders. In addition, the Company has also conducted various social responsibility programs to improve the quality of life and wellbeing of the local communities with an annual budget of more than Rp. 50 billion. AMNT now employs approximately 4000 employees and 3500 contractors.



Figure 4.5.”Batu Hijau” Mine Pit

Source: australiamining.com.au (retrieved on october 23rd, 2017)

PT. AMNT mining site is called “Batu Hijau” and it is located in Jereweh, West Sumbawa, and is producing gold and copper concentrate. The first time copper and gold concentration was found in the place was in year 1990, John Dow was one of the individuals that play important role during the discovery. Batu Hijau mine was named after the stones that can be found easily within the location and having green surface which also happens to contain copper concentration in it, therefore the site named “Batu Hijau” which can loosely translated to Green Stone in English. After several technical and environmental studies the company started constructing facilities from 1997 to 1999 and Batu Hijau mines started to operate in year 2000. Previously known as PT. Newmont Nusa Tenggara, a subsidiary company

under Newmont Mining Corporation, in June 2016 the company announce acquisition to PT. Amman Mineral Internasional from Newmont Corp, and the 82,2% acquisition was finished by November 2nd, 2016 as reported in Detik finance news portal.

b. Vision and Mission Statement

PT. AMNT has strategic planning includes not only vision and mission statement, but also purpose and value which they held in order to operate responsibly, it is explained as follows:

1) Purpose

“Our purpose is to create value and improve lives through sustainable and responsible mining.”

2) Mission

“We transform mineral resources into shared value for our stakeholders and lead the industry in shareholder returns, safety, social responsibility and environmental stewardship.”

3) Vision

“We will be recognized and respected for exceptional economic, environmental and social performance.”

4) Value

- a. Safety – We take care of our safety, health and wellness by recognizing, assessing and managing risk, and choosing safer behaviors at work and home to reach our goal of zero harm.

- b. Integrity – We behave ethically and respect each other and the customs, cultures and laws wherever we operate.
- c. Sustainability – We serve as a catalyst for local economic development through transparent and respectful stakeholder engagement, and as responsible stewards of the environment.
- d. Inclusion – We create an inclusive environment where employees have the opportunity to contribute, develop and work together to deliver our strategy.
- e. Responsibility – We deliver on our commitments, demonstrate leadership, and have the courage to speak and challenge the status quo.

c. Organization Structure/Chart

Due to company's policy, organizations structure charts are not available for public and is not allowed to be published as it is only available for insiders.

B. Data Presentation Based on Research Focus

1. Needs Assessment of Training Program

The process of planning and designing training in BKD Kota Malang, Perum Jasa Tirta I and PT. AMNT is discussed using Raymond A. Noe's Needs Assessment model which includes: a) Organizational analysis; b) Person analysis; and c) Tasks Analysis.

a. Organizational Analysis

Organizational analysis, involves on identifying whether the training program(s) that are about to be implemented support the company's strategic direction which will determine what is the strategic role of the training programs, the frequency and type of training and how the training function is organized in the company.

1) BKD Kota Malang

The training program of BKD Kota Malang is handled by Training Sub-Division (Sub-bagian Diklat) specifically by its head officer Mr. Dr. Ferry Andriono, ST., M.Si. (Mr. Ferry) and his staff member. As the head of Training Sub-Division, Mr. Ferry leading the department to organize and providing necessities for holding the training program, he is working under Mrs. Zainab, S.Sos., M.Si. (Mrs. Zainab), who is the head of the Competency Development and Profession (Peningkatan Kompetensi dan Fasilitator Profesi or PKFP), the spear head human resources management implementer in BKD. There are many types of training program that BKD usually handle, Mr. Ferry Andriono explain those training types as follows:

“Gini, diklat (yang kita adakan) itu ada macam-macam, (contohnya) Diklatpim (Diklat

Kepemimpinan), biasanya ada penjenjangan, biasanya ada (Diklatpim IV untuk) Eselon IV, (Diklatpim III untuk) Eselon III dan (Diklatpim II untuk) Eselon II... Nah itu Diklatpim untuk penjenjangan jabatan struktural ada lagi Diklat Fungsional, misalnya analisis kepegawaian, terus perencanaan tata ruang dan kemudian diklat teknis itu misalnya pengadaan barang, dan juga pelatihan komputer, karena ini untuk pengembangan secara teknis dan untuk diklat ini semuanya bisa sih ikut, struktural bisa, pelaksana juga bisa.”

“Here, there are many types of training which we held here, for example Diklatpim (Leadership Training), usually it’s divided into each structural position, for example Diklatpim IV (for Eselon IV), Diklatpim III (for Eselon III) and Diklatpim II (for Eselon II)... so there are variation for each structural position, there are also Functional Training Programs, for example: Personnel Analysis, also Spatial Planning, and there are also Technical Training Programs, for example Procurement, Computer Training, because it’s for technical development, for this training (technical) usually everyone can participate, whether they’re come from structural positions or executives.” (Interview on Monday, October 2nd, 2017 at BKD Office).

The management of Training program in Government agency, especially BKD is different compared to what is on major private companies, there are not any specific strategic planning which most companies usually based their works on, but for BKD it’s mostly reactive, as Mr. Ferry Andriono pointed out, there are many programs that they have been doing, but those are what they regularly do, there are many unspecified training programs which are based on proposal from specific government agencies (figure 4.6). This statement while confirmed by Mr. Ferry Andriono, is also

confirmed and supported by Mrs. Zainab, when she is asked about the training programs in BKD.

“Kalau dibidang kami ini adalah initinya memfasilitasi ASN (Aparatur Sipil Negara), seluruh ASN baik level rendah maupun wali kota, itu intinya, peningkatan kompetensi untuk pengembangan SDM. ...jadi khusus untuk Diklatpim (kita) melaksanakannya dengan system kemitraan, kerja sama dengan Badan Diklat (Ban Diklat) dan BKD... kalau yang (diklat) teknis ada kerja sama dengan LKPP (Lembaga Kebijakan Pengadaan Pemerintah) ada yang berkerja sama dengan BPSDM Kemendagri, seperti itu, kalau komputer berkerja sama dengan STIKI. Untuk pengadaan (diklat) sendiri kita ada buku panduan yang namanya AKD atau Analisis Kebutuhan Diklat itu dibuat berdasarkan permohonan dari instansi”.

”In our department, the point is we facilitate State Apparatus, all State Apparatus including the low level ones to the Major himself, that’s the point, improving competency for human resources development. ...for Diklatpim we organize it in partnership with other government agency, namely (Province/National) Training Agency (Ban-Diklat)... meanwhile the technical (training) ones, there are partnership with LKPP (Government Procurement Agency), there is also partnership with BPSDM of Ministry of National Affairs, like so, if computer (training) we partnered with STIKI. For holding the training itself we have a directional guidance called AKD or Training Needs Assessment which made as per request from other agencies”. (Interview on Monday, October 2nd, 2017 at BKD Office).

Mr. Ferry and his staff does not work alone on implementing the programs, he stated that, other sub-division staff members and often the head of other sub-division namely Mrs. Aneke and Mrs. Indira, both respectively from Competency Development and Profession Facilitation sub-

division, also participate on the effort. The overall activities flows can be summarized using figure 4.6.

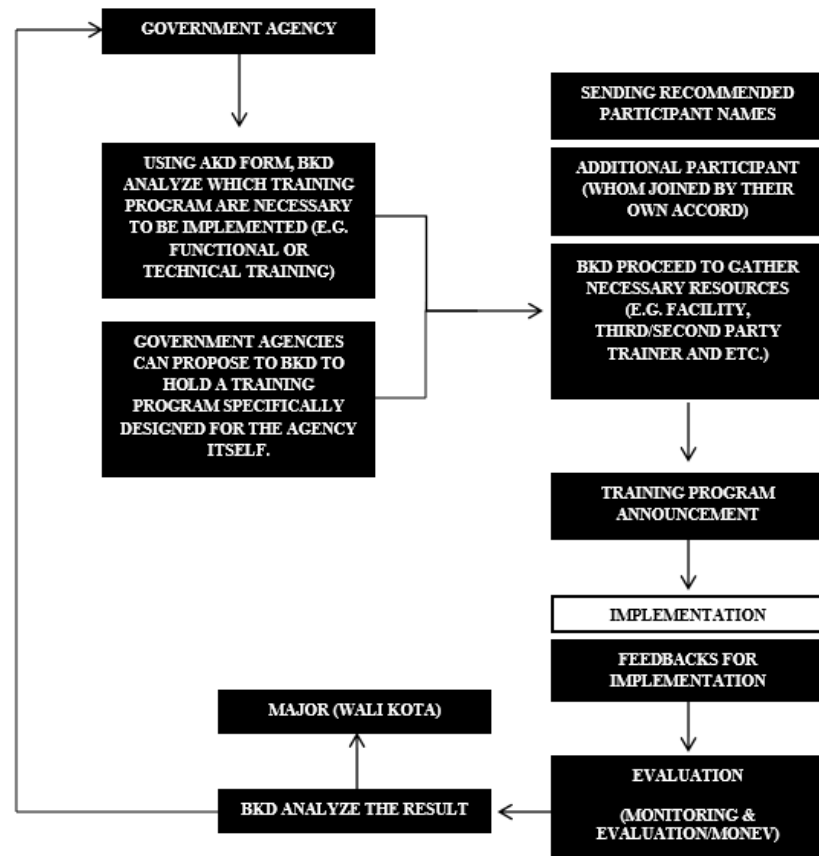


Figure 4.6.BKD Training Program Implementation Activity Chart

Source: Author, 2017

BKD Kota Malang as the implementer of traditional human resources management role in Malang City government administration follows the administration vision and mission, especially point no. 5 of current administrations mission statement:

“Memwujudkan pelaksanaan reformasi birokrasi dan kualitas pelayanan public yang profesional, akuntabel dan berorientasi pada kepuasan masyarakat”.

“Creating bureaucracy reform implementation and quality public service that are professional, accountable and community satisfaction oriented”
(retrieved from www.malangkota.go.id, October 21st, 2017 18:41 WIB)

Mr. Ferry confirmed this by saying:

“Pastinya ada sinkronisasi dari pemerintah pusat dan dari pemerintahan provinsi sama daerah, kota kabupaten ya, terus dari diklat apa yang dibutuhkan di kota Malang contohnya diklat fungsional...”

“Of course there has to be synchronization between central government (Jakarta), Provincial government and local government, then we calculate what training that we need (in accordance to government’s needs), for example functional training...”. (Interview on Monday, October 2nd, 2017 at BKD Office)

This implied that in generality, BKD should follow the appropriate guidelines which the government administration has established through vision and mission as commitment. In establishing the training program which they will be implemented, BKD Kota Malang follows Needs Assessment Analysis of known as Analisis Kebutuhan Diklat (AKD) as confirmed by Mrs. Zainab. This AKD takes form as questionnaire which delivered for each government agency in a focus group.

PEMERINTAH KOTA MALANG

HASIL ANALISIS KEBUTUHAN DIKLAT

NO	UNIT ANALISIS	ANALISIS KEBUTUHAN – KESENJANGAN KOMPETENSI	KEBUTUHAN DIKLAT	CALON PESERTA
1	2	3	4	5
1	SKPD :			
		Masih tingginya keluhan masyarakat terhadap pelayanan di kecamatan khususnya menyangkut prosedur pelayanan	DIKLAT PENYUSUNAN STANDAR OPERASIONAL PROSEDUR (SOP)	1. Kasi pem 2. 2 org staf yang menangani pelayanan

Pemerintah Kota Malang

DIREKTORI PROGRAM/KEGIATAN DIKLAT
HASIL ANALISIS KEBUTUHAN DIKLAT

SKPD		
NAMA DIKLAT		DIKLAT PENYUSUNAN STANDAR OPERASIONAL PROSEDUR (SOP)
1	Standar Kompetensi	Mengetahui, memahami dan menyusun SOP
2	Indikator Hasil Belajar	1. Peserta dapat menyusun SOP secara benar 2. Dapat melakukan evaluasi SOP secara berkala
3	Peserta(jumlah dan Karakteristik/Jabatan)	Kasi pem 2 org staf
4	Waktu	4 hari
5	Metode Yang digunakan	Praktek Simulasi OL
6	Sarana-Prasarana (Alat Bantu Diklat yang dibutuhkan)	
7	Asal Tenaga Pengajar/Fasilitator(Lembaga yang akan bekerjasama)	Biro Organisasi Pemprov Jatim
3	Materi Pembelajaran (Mata Diklat dan Pokok Bahasan)	1. Pelayanan prima 2. Prinsip-prinsip penyusunan sop 3. Unsur SOP 4. Monev SOP

Figure 4.7.AKD form

Source: bkd.malangkota.go.id (retrieved on October 23rd, 2017)

Mr. Ferry explained that using this form they can indicate which training program should be prioritized, he add that by hearing feedbacks from another government agencies they can understand what they actually needs in order to increase effectiveness and efficiency.

“... jadi kita mengundang SKPD untuk mengisi formulir, dan dari situ kita mengindikasikan bahwa banyak SKPD yang membutuhkan pelatihan computer (contohnya) dari situ kita ambil keputusan bahwa ini harus dilaksanakan. Sama berlakunya dengan diklat-diklat yang lain...”

“... so we invited government agencies to fill out the form (questionnaire), and from that we can indicate that many government agencies needs computer training (for example) from that we make a decision that this (training) must be hold. This also applies to other training programs...” (Interview on Monday, October 2nd, 2017 at BKD Office)

In order to be able to carried out the implementation, Training Sub-division also supported by the head of department and Regional Secretary (SEKDA or Sekretaris Daerah Mr. Drs. Wasto, SH, MH. Mrs. Zainab as the head of department stated that he works as coordinator of the program while Mr. Wasto provide support in Regional People’s council efforts as every budget proposal must go through the council meetings before it got approved. Mr. Ferry explained as follows:

“... jadi sebagai contoh pemerintah mengajukan anggaran untuk mengadakan sebuah program nanti akan dibahas di rapat dewan, kemudian di coret-coret

(memilah untuk menentukan program mana yang bisa dilaksanakan dengan efektif), dari situ kita akan mengetahui mana saja (diklat) yang bisa dan harus kita laksanakan... ”.

“... so as an example, government administrations propose budget to organize a program which will be discussed in council meeting, and then they choose which program that has the biggest merits and can be implemented effectively, from that we can have better understanding which training that we must and can afford to implement...” (Interview on Monday, October 2nd, 2017 at BKD Office)

On the Regional Secretary role on training program implementation, Mr. Ferry also added:

“... beliau (Sekda) juga ikut memperjuangkan di tingkat dewan, sehingga ada pelancaran dalam regulasi dan anggaran”.

“... he (regional secretary) also grapple the efforts in council meeting so that we can pass through regulations requirement and budget”.(Interview on Monday, October 2nd, 2017 at BKD Office)

2) Perum Jasa Tirta I

Training program implementation in Perum Jasa Tirta I is based on needs of improving competency for their employees. Official correspondents from Perum Jasa Tirta I stated that the traditional role of Human Resources Management is handled by Human Resources, Training and Work Health and Safety (K3) Department (HR Dept.), they also stated the types of training program which they have in Perum Jasa Tirta I.

“Untuk meingkatkan kompetensi karyawan Perum Jasa Tirta I, Bagian SDM, Pelatihan, dan K3 Perum Jasa Tirta I merencanakan pelatihan baik internal maupun eksternal. Pelatihan internal yang sering dilakukan antaranya yaitu pelatihan kepemimpinan, pelatihan manajemen resiko, pelatihan terkait dengan ISO, pelatihan Auditor Internal, pelatihan pemadam kebakaran, pelatihan pertolongan pertama, pelatihan terkait dengan keuangan dan perpajakan, serta pelatihan-pelatihan lain yang sesuai dengan kebutuhan perusahaan. Selain itu, karyawan juga diberi kesempatan untuk mengikuti pelatihan eksternal yang diselenggarakan oleh pihak ketiga seperti sertifikasi ke-SDM-an, sertifikasi ketenagalistrikan, pelatihan pengadaan barang dan jasa, pelatihan keuangan, dan pelatihan sertifikasi lainnya”.

“In order to improve Perum Jasa Tirta I employee's competency, Human Resources, Training and Work Health and Safety Department of Perum Jasa Tirta I plan training programs internally and/or externally. Internal training which often held by company including: leadership training, risk management training, training related to ISO, internal audit training, fire control training, First Action training, trainings related to finance and taxes, also other varieties of trainings that matched company's needs. Other than that, employees are given the opportunities to participate external training which held by third parties which related to Human Resources topic, Electricity topic, procurement, financial and other certifications”. (E-mail Correspondent, October 3rd, 2017)

Similar with BKD Kota Malang, Perum Jasa Tirta I determined their training program implementations according to which the company deemed to appropriate and are adjusted with company's needs, most importantly, the training must accurate to employee's current competency and the training must suitable for their job descriptions in order to provide an effective and efficient programs. These training are adjusted

not only for company's needs but in order to improve employee competency in each divisions.

“Iya, karena pelatihan yang dilaksanakan telah disetujui dan disesuaikan dengan kebutuhan perusahaan serta disesuaikan dengan kompetensi karyawan yang terkait dengan jobdesk karyawan... beberapa pelatihan yang dilaksanakan oleh PJT I disesuaikan dengan kebutuhan perusahaan dan juga untuk melengkapi kompetensi karyawan di masing-masing unit kerja. Selain itu, pelatihan dan sertifikasi juga dilaksanakan untuk memenuhi standar kompetensi beberapa karyawan yang menduduki pekerjaan tertentu yang memang diharuskan untuk memiliki sertifikat yang berkaitan dengan pekerjaan tsb...”

“Yes, because training that we hold already been approved and adjusted to employee's competency which related to their job description... some training programs that we hold adjusted to company's needs and also to equip employee with needed competency for each division. Moreover, training and certification also being hold to meet standard competency some of the employee which occupy certain position who are indeed must possess certification which related to their jobs...” (E-mail Correspondent, October 3rd, 2017)

Perum Jasa Tirta I also plan their program a year prior implementation. HR department will propose the program that they would implement in a year to top level management, and the top level could approve the proposition according to the proposal, so every program must deemed appropriate to implement in the company, for the implementation, HR department will be working together with every division which involved on the programs.

“Di awal tahun berjalan, Bag. SDM, Pelatihan, & K3 akan mengusulkan program pelatihan selama 1 tahun ke depan. Peran top level management terkait dengan program pelatihan tersebut adalah top manajemen akan memberikan persetujuan atas usulan program pelatihan yang diajukan oleh Bag. SDM, Pelatihan & K3. Sehingga semua pelatihan yang dilaksanakan oleh PJT I disetujui oleh top level management PJT I. Selain itu, dalam pelaksanaan program pelatihan tersebut, Bag. SDM, Pelatihan & K3 berkerja sama dengan seluruh unit kerja yang terlibat dalam program tersebut”.

“In the beginning of running year, HR department will propose the training program that will be held on the time of 1 year period. The top level management role is to give approval upon the proposal which proposed by HR Department, so every training which hold by PJT I is approved by top level management of PJT I. Meanwhile, in the implementation itself, HR Department will be working together with other division which will then involve in the programs.” (E-mail correspondent, October 3rd, 2017)

3) PT. AMNT

PT. Amman Mineral Nusa Tenggara (AMNT) is one of the leading mining companies in Indonesia. That title surely does not come out of nowhere, one of the key successes is that they maintain their human resources and especially their training programs implementation very seriously. According to researcher direct observation, PT. AMNT plan their human resources projects and priorities throughout the year, one of the priority project which researcher is able to observed and directly involved in is called Training Leadership Development or LDP, along with Employee Engagement program, Succession Planning and so on. Training and

development of human resources in PT. AMNT handled by Human Resources Talent Sub-Division with Mr. Antonius Sudarisman as Principal Advisor and Mrs. Milad Muharrami, Mrs. Emi Sukmawati H. Mr. Saktiawan Harapan and Mr. I Made Adi Parwata as the staff members ranging as Recruitment, Talent Management, Performance Management and Leadership development representatives, the LDP itself lead by Mr. Saktiawan. In order to achieve the target (as of 2016) that the department needs to accomplished, they also recruit professional personnel as sub-contractor from educational institution namely Gajahmada University (UGM) specifically from Graduate Management Program associates, those are Ms. Marisa Latifa and Mr. Adit.

The process of training implementation should through several steps before it can be implemented, traditionally, the sub-division proposed the program(s) which needs to be addressed according to: regulations; problems that currently/has occurred; based on the employee's needs; based on company's needs—which will then specifically handled by each specific sub-division, for example LDP is handled by Mr. Saktiawan with help with sub-contractor personnel, he will provide data as to why the program is needed, the calculation of current performance of prospective training participant

(which is team leaders on Operational Department), what is expected to be gained by holding the training and what are the general benefits for the company, those data traditionally strictly classified for external personnel (interns which involved on the implementation and etc.).

Different with BKD Kota Malang and relatively similar with PJT I, PT. AMNT, training implementation begin with approval from HR manager to HR Talent proposal of the project. The nature of the activity plan itself is strictly confidential, but researcher can assure not only by the result of direct observation, but also confirmation from one of the sub-contractor which worked on the project Ms. Marisa (2017) that the decision itself based on what is deemed appropriate and beneficial for the company.

After the program which is proposed got the approval, which in this case is Leadership Development Program (LDP), Mr. Saktiawan as the head of the program implementation gather necessary resources which will be provided by the company (e.g. facility, trainer and etc.). Top level management and frontline supervisor (supervisor working on operational department) support is without doubt one of the crucial factor of this training program (the later being the main participant of the training itself), on the practical side apart

from researcher direct involvement, Mr. Saktiawan is working together with HR Talent Division staff to organize the training.

b. Person Analysis

Noe (2010) explained that Person analysis help to identify employees who needs the training, generally, person analysis help implementer on determining which participant that will benefit the most out of the training program and prioritize them to participate in the program. The simple way to determine this analysis, in general sense, for example implementer would look for those (employee) that perform sub-par compared to the general standard and those who deemed less performing would be determined as those who need the training the most, thus will prioritize on the training.

1) BKD Kota Malang

In determining who deemed to participate on the training program hold by BKD Kota Malang, Mr. Ferry explained that it depends on what type of the training itself, but generally, as for example: computer training, because the base of reason why BKD hold the training is because many government agency want them to organize the training judging by their observation that their staff needs the training in order to improve their working performance, so as the result, the

managers of those government agency then will be recommending those they deemed needing the training programs, Mr. Ferry put it as “them, sending the names (of those who recommended by their managers to participate in the training program)” —however, those who are not originally recommended can propose to their manager to get recommendation for participating. Different from computer training, Diklatpim which are specifically intended for specific structural positions can only be participated by respective positions, for example Diklatpim IV is specific for those who are Eselon IV and Diklatpim III is specified for Eselon III and so on. To summarize, BKD organize the training based on the needs of the government agencies which then assess those on their agency who needs the training and sending their names based on recommendation to BKD, as explained by Mr. Ferry:

“Kita beri surat pemanggilan. Tentunya harus mengantongi izin dari atasan mereka dahulu supaya bisa berangkat. Pada umumnya orang berangkat diklat itu ada dua, orang yang memiliki motivasi sendiri, dan karena ditugasi atasan, tapi yang paling kuat adalah mereka yang memiliki kemauan, jadi dia harus menginformasikan atasannya kalau dia ingin berpartisipasi ikut diklat. Tapi pada umumnya kita sudah mempunyai daftar nama-nama mereka yang direkomendasikan dan mereka yang dianggap perlu untuk mengikuti diklat”.

“We gave them invitation letter. Obviously, (they) have to have permission from their superior so that they can participate. Generally there are two type of those who participate in training, those who have self-motivation to attend and those who are obligated by their superior,

but those who have self-consciousness whom are the strongest, so they must informed their superior if they wish to participate in the training program. But generally, we already have the list of names whom recommended to participate, those who are deemed needing the training program". (Interview on Monday, October 2nd, 2017 at BKD Office)

2) Perum Jasa Tirta I

Perum Jasa Tirta I, generally does not include any requirements for employee who participate on the training programs, however, they already calculated those who are relevant to participate and sending them invitation via email or official memos.

"Iya, informasi terkait pelatihan akan diberikan melalui memo dinas atau dikirimkan via email... tidak ada kriteria tertentu dalam mengikuti suatu pelatihan yang diberikan oleh perusahaan. Pelatihan yang diberikan biasanya mempertimbangkan kebutuhan perusahaan untuk meningkatkan kemampuan dan pengetahuan karyawan. Selain itu juga mempertimbangkan pernah atau tidaknya karyawan mengikuti pelatihan tersebut".

"Yes, information regarding the training program is given through official memo or sent via e-mail... there are no specific requirements on participate the training program which hold by company. The training usually considered company needs assessment in order to improve skills and employee's knowledge. It is also considered for the employee to participate the program, whether they have already participate on the training program before or not". (E-mail correspondent. October 3rd, 2017)

3) PT. AMNT

According to the result of researcher observation, the training program participant in PT. Amman Mineral Nusa Tenggara (PT. AMNT), whom would participate in the training program usually first be invited by the implementer in order to make sure whether they would be able to participate or not considering the work time they are having on the particular day the training would be held. Mr. Saktiawan will first inform about the training through e-mail and the participant will later confirm their participation. The participant of the training usually chosen according to the topic of the training, for example, in LDP, those who participate are the frontline supervisors, the head of the teams whom are working in various sectors of Operational Department, giving the evidence that each of the training program would be specified for specific position that are relevant to the training topic.

c. Tasks Analysis

Noe (2010) explained that Taska Analysis is the result of description of work activities, to simply put, tasks analysis analyze *what* will be taught in training program, and to an extend, understanding what is the job itself and what can be done in order

to impose certain changes which would allow training participant to perform better in their jobs.

1) BKD Kota Malang

Upon implementing the training program activity, BKD Kota Malang mostly only facilitate the activities while the trainer actually came from third-party institution, for example in computer training, BKD working together with STIKI to hold this particular program, STIKI then will providing trainer and training module which is relevant for the topic, in computer training that would be knowledge about how to use Microsoft Word, Excel, Power point and E-mail application.

“Kita berkerja sama dengan STIKI, dan tenaga pengajarnya dari situ semua. Contoh lain, Diklatpim, kita berkerja sama dengan Ban-Diklat provinsi Jawa Timur, jadi modul segala macam mereka yang mempersiapkan. Kita (BKD) hanya memfasilitasi tempat dan pengadaan logistik untuk pengadaan diklat”.

“We are partnered with STIKI, dan the trainer comes from their institution. Another example is Diklatpim, so we working together with Provincial Training Agency of East Java Province, so all the module and etcetera has already been prepared by them. We (BKD) only facilitate and procure necessary logistics for the implementation” (Interview on Monday, October 2nd, 2017 at BKD Office)

Mr. Ferry confirmed that the competency model of the training program is worked together with the third party

institution, for example, in computer training, BKD would discussed the content of the training with STIKI. The indication for the competency model which are implemented is basically based on the Needs Assessment Analysis (AKD) form which would mention why they need the training, from that problem statement, BKD can collaborate with third party to develop the necessary competency models so that AKD requirements can be met, as Mr. Ferry stated:

“Itu tergantung, kita rapatkan dulu, (sebagai contoh diklat komputer), ada sertifikat dari pihak penyelenggara”.

“It depends, we had meeting, for example for computer training, there is certificate from organizers”.

Mr. Ferry also added:

“Jadi kita bersinergi dengan pihak ketiga untuk menentukan standard yang baik guna untuk diterapkan kepada peserta pelatihan”

“So we synergize with third party instituion to decide the standard which are necessary to implemented for the training program participant”. (Interview on Monday, October 2nd, 2017 at BKD Office)

2) Perum Jasa Tirta I

Perum Jasa Tirta I approach to competency model which they are implemented on their training programs are similar in comparison of that in BKD Kota Malang, the based of this claim is from their statement that saying their training

is hold by third party institution, same with BKD Kota Malang so it is safe to assume that their competency model is decent enough to be reliable as the standard competency.

“... karena memang pelatihan yang diberikan disesuaikan dengan pekerjaan yang dilakukan... beberapa pelatihan yang diselenggarakan biasanya memasukan materi praktek dalam pelaksanaannya sehingga akan mempermudah karyawan dalam mengimplementasikannya di lapangan... paling tidak wawasan dan pengetahuan akan bertambah dengan adanya pelatihan”.

“... because the training program which are given are adjusted to the job... some of the training hold by department usually includes partice material in the implementation, so it will made easier for the employee to implement the knowledge in the work field... at least the knowledge and education is improved by the training programs”. (E-mail correspondent, October 3rd, 2017).

The statement from the e-mail correspondent emphasize the importance of the knowledge which are received during training must can be applied on each employee's job, this is holds true as PJT I is mainly working on providing service and maintenance, so it is very important for their employee to possess not only theoretical knowledge but more importantly practical knowledge which they can apply on each of their jobs.

3) PT. AMNT

PT. AMNT is taking a different approach compared to both PJT I and BKD Kota Malang, some of the training did

relatively same in practice, however in Leadership Development Program, the training is handled entirely by first party. For this research, researcher will be using materials from official sources (PT. AMNT HR Department) to explain what are the tasks analysis which PT. AMNT implemented on their LDP program.

LDP program assess important qualities which are vital to possessed by each trainee (the trainee or participant of this training itself is exclusive for frontline supervisor), those are: leadership style; coaching; giving counsel; giving appreciation; and giving constructive feedbacks for their team member. Each quality will be addressed using (5) different modules in order to address previous qualities, which are composed by the sub-contractor practitioner from HR Department, the nature of the modules itself are classified, but these are what researcher are allowed to explain:

a) Making Assignment & Giving Directions

This modul contains explanation about how a supervisors should act and properly giving assignments and directing to their crew members to prevent unnecessary conflicts

b) Coaching & Counseling

This modul explains about supervisors skills in coaching and giving counsel also listening to various inputs and opinions from their crew members including complaints that could possibly occurs during the job.

c) Problem Solving

This modul explains about supervisors skills in facing problems and how to solve problems that they currently or might be facing on their job.

d) Follow Up Assignment & Giving Feedback

This modul explains how a supervisors should properly act in term of following up assignment which has been given to their crew members, and giving constructive opinions upon their finished assignment in order for their crew members to improve their next assignments.

e) Reporting & Decision Making on Disciplinary Action

This modul focusing on how a supervisor should act in facing problem with their crew members especially when their crew members break company" s rules or

working in dangerous conditions which may endangering their lives. This modul is also contains Hearing practice.

The 5 modules delivered in 5 different training sessions in at least 3 months time, the supervisors are expected to apply the knowledge from the training starting from the first session and when the next session is held the trainer (who is Mr. Saktiawan himself) will be asking whether the knowledge is relevant or not.



Figure 4.8.LDP Training session.

Source: Author, 2016

2. Evaluation of Training Program

The evaluation process each of the research subject, BKD Kota Malang, PJT I and PT. AMNT will be discussed using Kirkpatrick's Four Model which includes: a) reaction; b) learning; c) behavior; and d) result.

a. Reaction

Kirkpatrick (2006) explain that evaluating reaction is the same thing as measuring customer satisfaction. If training is going to be effective, it is important that trainees react favorably to it. Otherwise, they will not be motivated to learn. Also, they will tell others of their reactions, and decisions to reduce or eliminate the program may be based on what they say. Some trainers call the forms that are used for the evaluation of reaction happiness sheets. Although they say this in a critical or even cynical way, they are correct. These forms really are happiness sheets.

1) BKD Kota Malang

In the implementation, BKD Kota Malang training program participant, generally speaking, as described by Mr. Ferry, has no problem with the training that hold by BKD Kota Malang. Mr. Andika Arif Sanjaya, one of the training participant (computer training) explained:

“Pelatihan komputer ini sangat cocok karena kita membutuhkan pengetahuan tentang penggunaan aplikasi kayak word, excel...”

“This computer training is very suitable, because we are indeed needing more knowledge regarding to how to use word, excel applications”. (Interview on September 27th, 2017 at BKD Office)

Mr. Andika added:

“Kita biasanya diberitahukan dulu (mengenai akan diadakannya training) berupa surat yang diedarkan kepada mereka yang direkomendasikan untuk mengikuti training dari atasan mereka, nama-nama itu kita pilah lagi siapa yang ikut, kemudian kita kirim surat panggilan”.

“We usually informed first (about the incoming training program) with a letter for those who are recommended by their superior to participate in training program, but of course those name will be selected first and then those who selected will be invited to the training program”. (Interview on September 27th, 2017 at BKD Office)

To this statement Mrs. Dwi Susianti

“Kita ya mengikuti program tersebut sebagai kewajiban karena perintah atasan, toh ilmu yang didapatkan juga mendukung untuk pekerjaan yang dilakukan...”

“We are obligated to participate the training program, the knowledge that we received from the training program is so useful for our job anyway...” (Interview on September 27th, 2017 at BKD Office).

2) Perum Jasa Tirta I

In case of PJT I, the employee realize that the training which they assigned for are beneficial for their jobs.

“... karena memang pelatihan yang diberikan disesuaikan dengan pekerjaan yang dilakukan...”

“... *because the training program which are given are adjusted to the job...*” (E-mail correspondent, October 3rd, 2017).

The statement emphasized that the employee did understand what they will gained from the training, although it is unclear how is the process to received the reaction from the respondent, the statement however, implies that it is directly conveyed via informal conversations.

3) PT. AMNT

Meanwhile for PT. AMNT, the initial reaction from participant to Mr. Saktiawan is that the LDP training did help them to carried out their job, it is because the knowledge from the modules and sessions that they receive are relatable to their job and the frontline themselves experience the trouble because of the lack of knowledge regarding to the topic. The reaction itself conveyed directly during training program.

b. Learning

Kirkpatrick (2006) explained that *Learning* can be defined as the-extend to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program. Those are the three things that a training program can accomplish. Programs dealing with topics like diversity in the workforce aim primarily at changing attitudes. Technical

programs aim at improving skills. Programs on topics like leadership, motivation, and communication can aim at all three objectives. In order to evaluate learning, the specific objectives must be determined.

1) BKD Kota Malang

Mr. Andika and Mrs. Dwi confirmed that the material they received from the trainee during the training activity is enough for the scale of their job, additionally, Mr. Andika and Mrs. Dwi emphasize that after they received training program, their understanding about certain topic which taught on the training program did indeed improved their knowledge regarding the topic.

“Dulu dari aplikasi jadul kaya Lotus segala macem, kita sekarang bisa mengoprasikan Microsoft Word, jadi memang ada perubahan lebih baik setelah mengikuti program training yang diadakan”.

“Before we using the old application such as Lotus, now we are able to operate using Microsoft Word, so there is improvement after we participate in training program”. (Interview on September 27th, 2017 at BKD Office)

The statement implies while there are not definitive objective to evaluate the learning levels of the participant, however, it is clear that implementer would determined the successfulness of a training program via observation (p.)

2) Perum Jasa Tirta I

Almost similar to BKD, PJT I employee also confirmed that the knowledge received from the training program did improve their understanding to the trained topic.

“...beberapa pelatihan yang diselenggarakan biasanya memasukan materi praktek dalam pelaksanaannya sehingga akan mempermudah karyawan dalam mengimplementasikannya di lapangan... paling tidak wawasan dan pengetahuan akan bertambah dengan adanya pelatihan”.

“...some of the training hold by department usually includes partice material in the implementation, so it will made easier for the employee to implement the knowledge in the work field... at least the knowledge and education is improved by the training programs”.
(E-mail correspondent, October 3rd, 2017).

3) PT. AMNT

The statement from before still holds true in this department, that the LDP training did help them to carried out their job, it is because the knowledge from the modules and sessions that they receive are relatable to their job and the frontline themselves experience the trouble because of the lack of knowledge regarding to the topic. To make sure wether the knowledge is properly received, the implementer insert appropriate question wethter there are some changes after the participant participate in the training program via questionnaire.

c. Behavior

Kirkpatrick (2006) explains that *Behavior* can be defined as the extent to which change in behavior has occurred because the participant attended the training program. In order for change to occur, four conditions are necessary: (a) the person must have desire to change, (b) the person must know what to do and how to do it, (c) the person must work in the right climate, (d) the person must be rewarded for changing.

1) BKD Kota Malang

The training program which hold by BKD Kota Malang are proven to one of main reason why there has been an impact on employee behavior on their jobs. Mr. Ferry stated that:

“Ya, setelah mengikuti pelatihan biasanya (mereka yang mengikuti pelatihan ini) mereka dulu dari nol, sampai bisa, mengirim e-mail, desain, itu bisa, lumayanlah, biasanya dia yang awalnya misal, Cuma pekerjaannya bersih-bersih atau kurir sekarang bisa membikin surat dan semacamnya”

“Yes, after participating the training program those whom participate who originally don’t understand a thing about the topic on the training program can understand the topic a lot better, sending e-mails, designing, they can, pretty much good, usually those who are oginally working on cleaning or courier now are able to help in the office job like making letter and etc.” (Interview on Monday, October 2nd, 2017 at BKD Office)

This statement also supported by Mr. Andika and Mrs. Dwi as both are also participant on the training programs. Mrs. Dwi added that:

“Pasti ada monitoring ke setiap SKPD yang anggotanya ikut, kemudian dilihat perkembangannya gimana gitu...”

“There is a monitoring to each government agencies which they member participate in the training program, then we ask and observed whether there has some changes on behavior or not...” (Interview on September 27th, 2017 at BKD Office)

Mr. Ferry support Mrs. Dwi statement by saying:

“Tentunya ada pengawasan, dilihat apakah sudah bisa melakukan yang diajarkan dalam diklat, pada umumnya jika pengetahuan yang didapat saat diklat bisa di aplikasikan di SKPD masing-masing maka itu termasuk kemajuan (yang didapatkan setelah mengikuti diklat). Maka dari itu pula penting diadakannya evaluasi.”

“Of course there is furter monitoring, we check the participant whether they can apply the knowledge and skills they receied during training or not in each government agencies in which they are working on, that is counted as progress (in behavior because of training). That also further emphasize the importance of evaluation.” (Interview on Monday 3rd, 2017 at BKD Office)

2) Perum Jasa Tirta I

Meanwhile, Perum Jasa Tirta I correspondent explain that there is periodical work assessment to monitoring the employee behavior after the training program is held. They also confirmed that there is changes on employee, particularly

improvement in knowledge and skill after participating in certain training program.

“Tentunya akan ada perubahan dimana pengetahuan dan kemampuan peserta akan meningkat sesuai dengan pelatihan yang diikuti”.

“Of course there will be changes (for the better) in knowledge and skill of the training program participant according to the training program that they have participated in” (E-mail correspondent on October 3rd, 2017).

3) PT. AMNT

As for PT. AMNT, the behavior changes can be observed during the actual work, the figures 4. Shows the supervisor in action after participating in all LDP training session, from the perspective of HR Department, the supervisor behavior has changed compared before they participated, there are obvious hint of improving knowledge and skill on handling their team members.



Figure 4.9. Safety Meeting in Batu Hijau Mine Pit

Source: Author, 2016

d. Result

Kirkpatrick (2006) explained that *Result* can be defined as the final result that occurred because the participant attended the program. The final result can include increased production, improved quality, decreased costs, reduced frequency and/or severity of accidents, increased sales, reduced turnover, and higher profits.

1) BKD Kota Malang

As seen in Figure 4.6. The result of training program that held by BKD Kota Malang will be reported directly to the Major and each government agencies from which the participant came from. Mr. Ferry also added:

“Kita adakan evaluasi dampak diklat, kita kumpulkan kasubag-kasubag umum itu, kita berikan kuesioner nanti akan ada feedback ke kita, kalau ada peningkatan sebelum dan sesudah mengikuti diklat... dari kuesioner tentunya ada perhitungan spesifik juga tentang aspek apa saja yang dinilai, jadi nanti score-nya bisa ditentukan untuk dilaporkan”.

“So we held Training Impact Evaluation, we gather around the head of sub-division from different agencies the we gave them questionnaire from that there will be some feedback whether there has been (or hasn't) changes for the participant after they are participated in training program... from the questionnaire of course there are specific aspect that we value, from the training we can decide the score for the report”. (Interview on Monday, October 2nd, 2017 at BKD Office)

Mr. Ferry also emphasize that whatever the result from these evaluation process it will be using to improve the training program in the next cycle.

2) Perum Jasa Tirta I

This implementation also similar with PJT I as they stated additional explanation that:

“Iya, untuk pelatihan yang dilakukan secara inhouse, peserta pelatihan akan diberikan kuesioner untuk memberikan feedback atas pelatihan yang telah dilaksanakan. Sedangkan untuk pelatihan yang dilaksanakan oleh pihak ketiga, peserta pelatihan dapat memberikan feedback melalui laporan hasil pelatihan yang disusun setelah peserta mengikuti pelatihan.”

“Yes, for the inhouse training programs, participant will be given questionnaire to give their feedback on the training program which they participated on. Meanwhile, the third party training program feedback will be received in the form of reports after the participant finished the training program”. (E-mail correspondent, October 3rd, 2017)

PJT I correspondent also stated:

“Setiap semester, Biro Pengembangan SDM & Umum melakukan evaluasi hasil kinerja pelatihan untuk menilai hasil dari program pelatihan yang telah dilaksanakan... yang berperan secara keseluruhan untuk melakukan proses evaluasi program pelatihan tentunya Biro Pengembangan SDM dan Umum”.


“Every semester, HR Development & General Affairs bureau held evaluation of working performance to assess the result of the training program... they (HR Dev. & General Affairs bureau) fully controlled the process of training program evaluation”. (E-mail correspondent, October 3rd, 2017)

3) PT. AMNT

Similar but a little bit different, PT. AMNT measure the result by giving the supervisor's team members (the participant's group members) to fill out the questionnaire (figure 4.10.) that evaluate every aspect in accordance to competency models. The team members is given a chance to rate their superior as the way to measure whether there are changes in their behaviour or otherwise.

Nama Supervisor: _____

No.	PERTANYAAN	Tidak Pernah (1)	Jarang (2)	Sering (3)	Selalu (4)
MEMBERIKAN TUGAS & ARAHAN					
1	Jika ada tugas baru dan sangat sulit, apakah supervisor anda menjelaskan tujuan dari tugas tersebut kepada anda?				
2	Jika ada tugas baru dan sangat sulit, apakah supervisor anda menjelaskan alasan tugas tersebut harus dikerjakan?				
3	Pada saat selesai menjelaskan tugas baru dan sangat sulit, apakah supervisor anda bertanya apakah anda sudah paham atau belum?				
4	Apakah supervisor anda memberitahu kapan pekerjaan harus selesai atau berapa lama pekerjaan itu harus diselesaikan?				
5	Apakah anda paham dan mengerti penjelasan dari supervisor anda mengenai tugas yang akan dikerjakan?				
MENINDAKLANJUTI PENUGASAN					
6	Setelah memberikan tugas/pekerjaan, Apakah supervisor anda kembali menemui anda untuk memeriksa hasil pekerjaan anda?				
7	Pada saat supervisor anda kembali untuk memeriksa hasil pekerjaan anda, apakah dia betul-betul memeriksanya dengan teliti?				
8	Jika pekerjaan anda salah, Apakah supervisor anda memberitahukan anda apa penyebabnya dan dimana salahnya?				
9	Jika pekerjaan anda salah, Apakah supervisor anda mengajarkan dan memberitahu cara untuk memperbaikinya?				
10	Apakah supervisor anda memeriksa kembali tugas/ pekerjaan yg diberikan untuk memastikan tugas itu selesai tepat waktu?				
MEMBERIKAN UMPAN BALIK POSITIF & KONSTRUKTIF					
11	Jika anda menyelesaikan tugas yg berat/sulit dengan baik, apakah supervisor anda memuji/menyanjung/menghargai anda?				
12	Pernahkah anda mendapatkan surat/tulisan mengenai pujian atau umpan balik yg bagus dari supervisor anda ketika anda telah menyelesaikan tugas yg sulit dan berat?				



13	Jika supervisor anda melihat anda SALAH dalam melakukan pekerjaan, apakah supervsior anda langsung menegur dan memberikan solusinya/jalan keluarnya?				
14	Jika anda pernah melakukan kesalahan kemudian anda berjanji tidak akan ulangi lagi, Apakah supervsior anda mengecek/memeriksa kembali bahwa anda memang tidak mengulangi kesalahan anda?				
15	Jika anda telah salah, Apakah supervisor anda pernah minta komitmen/janji agar anda bekerja lebih baik lagi dan lebih berkualitas?				
MEMBIMBING DAN MEMBERIKAN BANTUAN					
16	Apakah supervisor anda turun ke lapangan untuk mengetahui apa kesulitan dan kebutuhan di lapangan?				
17	Jika melakukan kesalahan, apakah supervisor anda memanggil anda baik-baik dan memberikan solusinya dan rencana kedepan yg harus anda lakukan agar anda berubah lebih baik?				
18	Apakah supervisor anda memberikan contoh dan mengajarkan cara menyelesaikan tugas ketika anda sedang kesulitan dalam menyelesaikan tugas anda di lapangan?				
19	Apakah supervisor anda memberikan waktu untuk belajar agar memahami tugas/pekerjaan yang baru?				
20	Ketika anda dipanggil oleh supervisor anda karena salah, apakah anda diberikan solusinya dan diminta untuk bertemu lagi pada tanggal yg ditetapkan?				
PEMECAHAN MASALAH					
21	Jika ada masalah di crew, Apakah supervisor anda mampu mencari dan mengetahui akar/penyebab masalah tsb?				
22	Pada saat ada masalah, apakah supervisor anda mampu mempertimbangkan dan mencari solusi atau jalan keluarnya?				
23	Jika ada masalah di crew, banyak jalan keluar yg diusulkan oleh crew, apakah supervsior anda bisa mengambil jalan keluar yang terbaik?				
24	Jika ada masalah, apakah supervsior anda berani mengambil solusi langsung tanpa menunggu bantuan/keputusan dari atasan dia?				
25	Setelah ada solusi/jalan keluarnya dari masalah, apakah supervisor anda langsung melakukan tindakan?				

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Figure 4.10.Evaluation Questionnaire

Source: PT. Amman Mineral Nusa Tenggara, 2016

The result of the questionnaire are explained on these charts:



Figure 4.11. Survey Result charts

Source: Author, 2016

Details:

Data tabulation used custom made indicator to rate total average number result. The formulation is detailed as follows:

$$\frac{SUM\ score\ perquestion}{Total\ Respondent} = Average\ Score\ Perquestion$$

Scoring:

- Score 1 indicates NEVER
- Score 2 indicates RARELY
- Score 3 indicates OFTEN
- Score 4 indicates ALWAYS

The score perquestion then summed per-competency section and the total number then will be measured through the indicator below (made by Mr. Saktiawan):

15 - 20 Green	Indicates that Supervisor has effectively act in order to improving team performance and effectiveness.
10 - 14 Yellow	Indicates that Superispor should be able to improve their team performance and working effctiveness
5 - 9 Red	Indicates that Supervisors MUST improve their team performance and working effectiveness.

According to the result of author obervations, survey result in figure 4.11. and direct involvement to executed the project itself, Author can draw a conclusion that is indeed Leadership Development Program has proven effective to

have positive impact to supervisor's performance as team leader and working effectiveness, as it already successfully delivers the result. However the questionnaire data indicated that the team members are mixed whether the supervisors are meeting the competency standards, but the result itself should be taken with a pinch of salt, but it safe to draw conclusion that the supervisors are indeed showing some better changes in their skills and abilities (Represented by Green), however obviously some aspect of the criteria (Represented by Yellow and Red) need to improved.

3. Barriers and Challenges

In every implementation, throughout the process there are should be barriers and challenges that must be faced by the implementer in order to be able to execute the program, these are the barriers and challenges that faced by BKD Kota Malang, Perum Jasa Tirta I and PT. Amman Mineral Nusa Tenggara on implementing their training program, divided per each research aspects.

a. Needs Assessment

Mr. Ferry explained that there are not any meaningful barriers and challenges that could have happen during planning and designing the training program in BKD Kota Malang, if

anything, the local government is supportive for the implementation as he explained:

“Untuk regulasi tidak ada, malah sebaliknya mendukung sekali, mungkin contohnya ketika tawaran (untuk menyelenggarakan) malah lebih banyak dari yang kita antisipasi sehingga mungkin terhambat karena budget sendiri terbatas”.

“For the regulations itself there are no hindrances, they (government) very supportive to our effort, maybe for the example when the proposed training programs (from government agencies) to hold a training program is too many from what we can handle and the budget is limited”. (Interview on Monday, October 2nd, 2017 at BKD Office)

Mr. Ferry also confirmed that their superior in policy, the Major and coordinatively Regional Secretary (Sekda) also directly support the efforts in passing the regulations for BKD, especially from Sekda.

Perum Jasa Tirta I correspondent explained that there are some challenges on implementing their program, they explained that:

“Tantangan dalam pelaksanaan pelatihan yang selama ini diharapi yaitu pada saat melakukan proses perencanaan program pelatihan, Bag. SDM, Pelatihan, dan K3 masih mengalami kendala dalam hal mengumpulkan kebutuhan pelatihan di masing unit-unit kerja selain pelatihan rutin yang dilaksanakan oleh PJT I”.

“The challenges of holding the training program which faced by HR Department is in planning process of the training program, the challenges usually involved in gathering resources in each division apart of routinely held training program which implemented by PJT I”. (E-mail correspondent, October 3rd, 2017).

The correspondent added:

“Faktor yang menghambat proses pelaksanaan pelatihan ialah anggaran perusahaan untuk pelaksanaan pelatihan di tahun berjalan.

“The factor that could barriers the process of training program is the limited budget of the running year of the implementation”. (E-mail correspondent, October 3rd, 2017)

Meanwhile, in case of PT. AMNT, there are no significant barriers and challenges in particular in planning and designing the training program, however, Ms. Marisa stated the only challenges may be on designing the modules material.

b. Evaluation

Mr. Ferry explain there are no particular barriers and challenges of the training program evaluation process as they're using Training Impact Analysis and MONEV (Monitoring and Evaluation) which is used widely across government agencies everywhere in Indonesia. E-mail correspondent from PJT I also does not mention anything that could be hindrance during the evaluation. But PJT I correspondent emphasize on the result of the training evaluation:

“Tidak semua pelatihan memberikan hasil/nilai, sebagian besar hanya pemberian materi dan diskusi bersama. Namun, untuk beberapa pelatihan, peserta pelatihan akan diberikan informasi oleh trainer terkait dengan hasil/nilai pelatihan di sesi akhir pelatihan”

“Not all training provide result/scores, most of them only coaching and discussion. However, some training, participant will be informed by trainer about the result/score in the last session of the training” (E-mail correspondent, October 3rd, 2017)

In case of PT. AMNT, the main challenges of the evaluation is to get the participant for the evaluation to fill in the questionnaire. The participant for the evaluation is the team member of the supervisor (trainee), the time window which the team members are asked to fill in the questionnaire is before they're doing their job at 5 AM in the morning during Safety Sharing (Figure 4.9)—because of the time window is too short, questionnaire result may not reach all the members however it did represent the majority of them.

C. Data Analysis Based on Research Focus

1. Needs Assessment

a. Organization Analysis

Anderson (2000) explain that organization analysis identifies areas in which training is needed and under what conditions it should occur. Anderson (2003) further emphasize, according to Goldstein (1986), an organization analysis should identify: a) organizational goals and strategy, b) organizational resources and allocation of resources, c) organizational transfer of training climate, and d) environmental constrains (legal, social, political, and economic), these variables are supported on Noe (2010) explanation about organization analysis. Using the variables from the Anderson explanations, from the data presentation, we can understand that the research subjects, BKD

Kota Malang, PJT I and PT. AMNT has conducting organizational analysis relatively decent and already met the criteria as shown in Table 4.1.

1) BKD Kota Malang

BKD Kota Malang as government bodies ensure that their implementation are singular with local government administration vision and mission as their training program is indeed supporting government administration mission on improving bureaucracy effectiveness (as per no. 5 of current malang government mission statement). As the result of the singularity, BKD has been optimally supported by the government on conducting their training programs as they continue to believe that the result of training is indeed beneficial for the government general conduct. As the result of the singularity of the organizational goals with the implementation, the transfer of training climate in BKD Kota Malang is decent enough to be categorizaed to be positive, as the knowledge and the abilities obtained during the training programs are mostly able to be implemented on the job, courtesy of Mr. Andika and Mrs. Dwi. The environtmental constraint are also passable in case of BKD Kota Malang training program implementations as almost all aspect of organizational analysis has been supportive to the efforts.

2) Perum Jasa Tirta I

In case of Perum Jasa Tirta I training program implementation organizational analysis, the singularity of the organizational goals with the program is proven to be singular. The mission statement of PJT I is consistent with the program implementation as both refers to an effort to develop human resources in order to establishing organization resources management upon professional and inovative effort while providing optimal service and also supported by the fact of organizational effort to establishing good and responsible organizationanl conduct. This statement is proven by the fact that organization provided the resources necessary on the training implementation by holding training programs that are relatable and applicable for employee, so that the knowledge received from the training program can be implemented on the job, eventhough the limited budget is a little bit a hindrance on the implementation, HR department is still able to conduct and provide necessary programs for their employee.

3) PT. AMNT

PT. Amman Mineral Nusa Tenggara is delivering their commitment on developing their human resources in order to achieve their vision on establishing an organization that is recognized and respected for the exceptional economic,

environmental and social performance. It is pictured on their value statement on inclusion, that the organization aim to create an inclusive environment where employee have the opportunity to contribute, develop and work together to deliver our strategy—which has been standard for HR department conduct on developing human resources in PT. AMNT. The envirotnment in which the employee is working on are also supportive, in a way that it is possible for the training participant to implement the skills and knowledge which they received from training program.

Table 4.1.Organizational Analysis Factors Comparison on Training Program

Organizational Analysis	BKD	PJT I	PT. AMNT
1) Singularity with Organization's Goals and Strategy	✓	✓	✓
2) Organization allocation on Resources	✓	✓	✓
3) Organizational transfer of training climate	✓	✓	✓
4) Capability to surpass Environmental Constrains	✓	✓	✓

Source: Author's summary, 2017.

b. Person Analysis

Anderson (2000) explained that person analysis identifies who should be trained and what kind of training they need. As cited in Anderson (2000), McGehee and Thayer (1961) divided person analysis into two parts: a) summary person analysis, to determine overall success of employee performance, and b) diagnostic person analysis to discover the reason for employee performance, analyzing if there is a skill, motivation, or work-design problem. Noe (2010) added for previous statement, he stated that motivation to learn is trainees' desire to learn the content of training programs. Thus, there will be two variables which will be using on this person analysis, as the underlined statement said it is in general, to determine who should be trained and what kind of training they needs.

1) BKD Kota Malang

BKD Kota Malang identifies the needs of the training program using a formal form that determines what is the problem that are currently faced by particular agencies and is the training needed in order to solve the problem using the AKD form (Figure 4.7). On the form, there is a column where the proposer will be analyzing the competency gap which are currently faced by the proposer agencies, along with the

training programs which are needed to handle the competency and the type prospective participant of the training program.

2) Perum Jasa Tirta I

PJT I using different and rather traditional approach on determining the individuals which are ought to participate in their training programs, from data presentation we learn that PJT I consider the needs assessment of the training program and selecting their participant accordingly in order to improve their specific skills and abilities and equip them with proper knowledge that applicable to their jobs. The indication for diagnosis is that the HR department consider individuals that are already receiving the similar training which they are about to held, whether they have already participate in one or otherwise.

3) PT. AMNT

Similar with PJT I, PT. AMNT design their training program implementation to the specific participant, in the case of Leadership Development Program, as the name implies, the training are aimed for Leader of working groups, thus confirmed that there are consideration laid out to analyze the individuals which are obliged to participate on the program

and the consideration why they are chosen to participate to the program. Table 4.2. compared the explained findings.

Table 4.2. Person Analysis Comparison of Training Program

Person Analysis	BKD	PJT I	PT. AMNT
1) Summary Person Analysis to ensure the compatibility between the training program with participant.	✓	✓	✓
2) Diagnostic Person Analysis to analyze the problem that are relevant to the training implementation and the training participant.	✓	✓	✓

Source: Author's summary, 2017

c. Tasks Analysis

Anderson (2000) explained that tasks analysis identifies the content of the training. It is a systematic collection of data about specific job to determine the knowledge, skills, and attribute needed to achieve optimum performance. DeSimmone and Harris (1998) on Anderson (2000) cited five different approached to conducting tasks analysis (According to Campbell, 1988, Goldstein et. Al., 1981, McGhee and Thayer, 1961, Wexley and Latham, 1981). The essence of the common elements is to: a) develop overall job description, b) identify the tasks (ideal job performance and actual job performance the difference being the performance gap), c) describe knowledge skills attitudes (KSAs) needed to perform the tasks, d) identify areas that can benefit from training, and e) prioritize the areas that can benefit from training.

1) BKD Kota Malang

According to the AKD from, it's learned that BKD Kota Malang implementation on Tasks Analysis covers some of variables from the theory. On the form it is stated the standard competency of the training, the method that will be using, the particular agency and its training participant. From the interview it is also confirmed that the training program

which they are holding prioritize particular participant to join the program.

2) Perum Jasa Tirta I

In comparison, PJT I emphasizing from the correspondent explanation about the details of their training programs, while there may be lack of overall job description of tasks analysis, they confirmed that the implementation of training program does identify the tasks of which the program based on and the specific areas on which the training program will be beneficial, also, as we understand from the explanation that the training program by nature is specified for particular area so it is implied that knowledge and skills which would be learned from the training program are must be in fact, specific. Since most of their training program are designed by third party, the details of the tasks itself designed specifically for the theme of the training and the tasks on the training are decided by the third party.

3) PT. AMNT

PT. AMNT by far checks out all the variables of tasks analysis given the scale of details from the report of observation from the previous explanations. The training program contains specific explanation of the overall job

description of the participant, their specific tasks, the specific sets of knowledge and abilities which they would received through the training program and obviously it contains the specific areas in which the training program are beneficial and prioritized it. Figure 4.3. summarized the tasks analysis applications of each institutions.

Table 4.3.Tasks Analysis Comparison of Training Program

Tasks Analysis	BKD	PJT I	PT. AMNT
1) Develop overall job description	✓	-	✓
2) Identify the tasks	-	✓	✓
3) Describe knowledge skills attitudes needed to perform the tasks	-	✓	✓
4) Identify the areas that can benefits from training	✓	✓	✓
5) Prioritize the areas that can benefits from training	✓	✓	✓

Source: Authot's summary, 2017.

2. Evaluation of Training Program in BKD Kota Malang, Perum

Jasa Tirta I and PT. AMNT

Anderson (2000) explained that the uses of evaluation are numerous. Evaluation can be used to improve an evaluation object. Evaluation can also be used to provide information for decision about programs such as: whether or not to continue the program; whether to add or drop specific techniques in the program; whether similar programs should be instituted elsewhere; how to allocate the resources among competing programs; and whether to accept or reject a program approach or theory (Weiss, 1972; Worthen et al., 1997).

This research is using Kirkpatrick (2006) four-level evaluation model. The levels as cited in Anderson (2000) are explained as follows:

- a) **Reaction:** how participant feel satisfaction on the topic, speaker, etc.
- b) **Learning:** knowledge acquired, skills improved, attitudes changed.
- c) **Behavior:** change in on the job behavior/transfer of learning.
- d) **Result:** increased in sales, higher productivity, larger profits, reduced costs, etc.

Most of the research subject does not follow these aspects during their evaluation process, some does not even implement a some kind of variety of training evaluation, this findings are explained per organizations. Table 4.4. summarize the application of Kirkpatrick's Four-Level Evaluation model in respective institutions.

a. BKD Kota Malang

According to the data persentation, the reaction from BKD Kota Malang's training program participant are mostly positive, the participant aware that the training will be helpful to improve their knowledge and skills so it will be useful for their jobs, and it is certainly as the result of the materials which are used on the training program are enough to be undertand by the participant and as the result there are behaviorial changes from the participant as per reports from Training Impact Analysis, MONEV and direct observation from the implementer.

b. PJT I

Quite similar with BKD Kota Malang, PJT I's training program also received positively by the participant as the understand that the training is relatable to their job and as the result of specified training program material, the participant are confirmed to be learning and their skills and abilities are improved after they participate in the training program, as the result, the

lack of data presentation force researcher to unable to draw conclusion for what they do next after the training program or what are the actual result of the training evaluation, but given to the fact which PJT I stated that implied many of their training program does not includes an explicit implementation of training evaluation, researcher would assume that the overall result is left neglected while the training itself may have certain level of impact

c. PT. AMNT

In case of PT. AMNT's training program implementation, the participant are identified to be positively receiving the training program which held by HR Department, with the specific moduls made by professional personnel, it is as expected that there are improvement in the knowledge and abilities of the participant and thus lead for the change in behavior on the job proven by the result of the questionnaire. The training evaluation itself focusing on identifying the changes of the participant behavior and learned skills which may be achieved during training program, and the respondent of the evaluation is respective training participant team member. The nature of training evaluation in Leadership Training Program in particular is explicitly using Kirkpatrick's model, aside from the mentioned aspects (Behavior changes and Learning changes) the reaction from the participant is directly conveyed by

the participant to implementer during the training process and the result itself will be used as future reference in developing and improving current training program implementation.

Table 4.4.Four-Level Evaluation implementation comparsion

Four-Level Evaluation Factors	BKD	PJT I	PT. AMNT
1) Reaction to the training program	✓	✓	✓
2) Learning capabilities of the training program	✓	-	✓
3) Behaviorial changes	✓	✓	✓
4) Result	✓	-	✓

Source: Authot's summary, 2017.

3. Barriers and Challenges

Researcher are using an adaptation of Soenarko's variables (as cited in Widodo, 2010) to analyze the barriers and challenges which faced by respective research subject. The variables are detailed as follows:

- a. Not appropriate theory/Method;
- b. Ineffective media/tool;
- c. Lack of Knowledge regarding to Method which are used to implement the activities;
- d. The contents of the policy is not clear;
- e. Uncertainty internal and external factors;
- f. Policy set that contains many gaps;
- g. Less attention to technical problems; and
- h. Lack of sources (time, money, and human resources).

In this particular analyzes, the analysis are divided into two particular focus: a) Barriers and Challenges of Training Needs Assessment and b) Barriers and Challenges of Training Evaluation.

a) Barriers and Challenges of Training Needs Assessment (TNA)

From the data presentation we learn that there are some barriers during Training Needs Assessment implementation in BKD Kota Malang, Perum Jasa Tirta I and PT. Amman Mineral Nusa Tenggara.

In Case of BKD Kota Malang, apart from Budget, approval from Regional Council could become hindrance for their training needs assessment implementation, the uncertainty whether one training program would be approved or denied made the project could be in jeopardy even after they're putting effort into it making it possibly harder for them to prepare and assess an effective training program. In the other hand, PJT I and PT. AMNT seemingly facing none of these problem since private organization only needs higher upper body of their organization which obviously less complicated compared to BKD. In Case of PJT I, however, the dependency to third party organization could possibly made them harder to understand the core of Training Needs Assessment of their training program, especially person and tasks analysis. PT. AMNT facing none of these problems on their training needs assessment processes since they handled the entirety of its activities internally.

b) Barriers and Challenges of Training Evaluation (TE)

During the evaluation of the training program, BKD Kota Malang exercise little to no action except for small observation too look into the actuality of the result of the training program and receiving input via questionnaires, however, this still relatively acceptable in comparison to PJT I which many of their training program does not even has some kind of evaluation, since the entirety of the activity are handed over to third party. PT. AMNT, facing none of these problem

since they exercise their training evaluation in accordance to acclaimed standard, however it is worth to note that there are some troubles faced during the actual field activity while exercising those evaluation activity (Technical problem).

Table 4.5.Barriers and Challenges of TNA and TE Comparison

Barriers	BKD		PJT I		PT. AMNT	
	TNA	TE	TNA	TE	TNA	TE
1) Not appropriate theory	-	-	-	-	-	-
2) Ineffective media/tool	-	✓	-	✓	-	-
3) Lack of Knowledge of Method	-	-	✓	✓	-	-
4) The contents of the policy is not clear	-	-	✓	✓		-
5) Uncertainty internal and/or external factors	✓	✓	-	-	-	-
6) Policy set that contains many gaps	-	-	-	-	-	-
7) Less attention to technical problems	-	-	-	✓	-	✓
8) Lack of resources	✓	✓	-	✓	-	-

Source: Adapted from Soenarko (Cited from Widodo, 2010)

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The objective of this research is to analyze and create a comparison about the process of Training Needs Assessment and Training Evaluation process of training program implementation at BKD Kota Malang, Perum Jasa Tirta I and PT. Amman Mineral Nusa Tenggara. Based on the result of the analysis, these are the conclusion that reached from this research:

1. The conclusion of how respective research subject conducted their training program implementation, particularly in the planning and designing process, using Noe (2010) Needs Assessment models can be concluded as good, despite none of the research subjects, based on data presentation, actually considering using internationally acclaimed model on conducting the needs assessment analysis. In actuality, each research subject creating a needs assessment model that is applicable for their needs and more importantly, singular with their organizational goals and it seems to work for them and obviously every research subject does considering every aspect of Organizational Analysis, Person Analysis and Tasks

Analysis even without consciously using the standard which Noe has established, as far as data presentation only BKD Kota Malang that explicitly using a defined standard called *Analisis Kebutuhan Diklat* or AKD, and they managed to overcome the barriers which imposed during the processes of planning and designing a training program implementation using the established standard, AKD however does not properly follows Noe (2010) implementation of training needs assessment analysis, in particular the organizations analysis, the form does shows certain degree of training diagnosis however it does not detail in specification as the training itself conducted by third party, thus the form cannot measure the impact of the result of the training which in turn will made the training results are likely cannot be used as benchmark for future implementation. In comparison, Perum Jasa Tirta I does not using any particular method to plan their training program, this is resulting implementation which are not measureable, thus the result of the training program itself cannot be determined as successful or unsuccessful since the absence of the needs assessment, however it is important to note that Perum Jasa Tirta I planned their training program a year ahead so it is safe to conclude that even though the training effectiveness cannot be measured (and surely cannot be concluded as “successful”) the training

program itself are result of calculated planning. Meanwhile, PT. Amman Mineral Nusa Tenggara does not explicitly uses any established Training Needs Assessment standard, but as data presentation show us, PT. AMNT did indeed applies certain degree of proper analysis (close to Noe (2010) training needs assessment implementation) which are needed in order for the training program to be approved by top level management, thus ensuring that the training program implementation will be measureable in result.

2. Using Kirkpatrick (2006) four-level evaluation model, it can be concluded that, despite the majority of the research subject (BKD Kota Malang and Perum Jasa Tirta I) does not even considering using the model, both research subject managed to get the result that the implementer wanted from the training program implementation, although what are considered to be successful or not successful are appeared to be relative due the lack of evaluation standard implemented. This is, however, does not provide a problem for both subject as both of them working together with third party that actually managed the evaluation procedures. It is worth to note that BKD Kota Malang implementation using what is known as *Monitoring dan Evaluasi* or MONEV, which is the nation-wide standard of determining the result of training program for every

government bodies in Indonesia. However, Perum Jasa Tirta I did admit that some of the training program does not even has evaluation as it does not implemented in some programs and some fully operated by third party by using certification method, although the nature of the certification remain questionable. PT. AMNT, however, explicitly using Kirkpatrick's model on their training evaluation implementation and it can be concluded that while both BKD and PJT I has imposed a certain level of evaluation method (mostly conducted by third party institution), PT. AMNT is surely met the standard which established by Kirkpatrick.

3. In every implementation, surely, there will be certain level of barriers and challenges which implementers are faced during their training program implementation, from the analysis we learned that in BKD, because of their nature as government body, regulation can be a problem if they don't ensure good coordination with the top level management which in this case is Sekda (Sekretaris Daerah). For BKD, budget is relatively not the problem because it is determined by regulation imposed by Regional People's Council meeting for every training program that are planned by BKD, however, it can be a problem if the budget does not cover the expense for training program that are based on proposal from particular government agencies which

are constitutionally does not need approval from Regional People's Council. As for PJT I, based on the data presentation we can understand that the main concern is the limited budget, other minor challenges included low participation and motivation level in some training program from BKD and evaluation technicality problem in PT. AMNT.

4. Evidently, there are differences in implementation of Needs Assessment and Training Evaluation between public and private institution which represented by BKD Kota Malang (Public) and PJT I and PT. AMNT (Private), BKD Kota Malang tend to follow the instruction and standard which is mostly established by the central government, it is hard to find something that is unique to the implementation as it can be easily found in other government agencies even more in another BKD in different region, the same thing can be concluded on PJT I and PT. AMNT training needs assessment and evaluation, however what makes their implementations different is how they implemented those needs assessment and training evaluation. BKD Kota Malang might have a standardized operation procedure courtesy of collaboration between local and central government, but the lack of further improvement of the training implementation itself is staggering, no matter what are the result of the training, they tend to follow

the same pattern. Thus, resulting in a good training program but does not necessarily effective training program. PJT I also having the same problem, having explicitly stated that many of their training program may not even have an evaluation to it, it is concerning that further improvement of the training program itself is not guaranteed. Having to work in mining industry, perhaps what made PT. AMNT is serious about their implementation of training program. Safety problem is not a rare issue within the mining industry and the factors that could affect the issue is wide and can be anything, however it is obviously the risk that an effective training program could minimize.

5. This research concluded that there is a main difference of training evaluation conduct in each organizations, this difference is the method which are using by respective organizations. As it already implied in previous conclusions (No.2), the public organization which represented by BKD Kota Malang is using MONEV which assess the effectivity of the training program, however the MONEV itself does not necessarily assess the result of the training itself as the nature of its conduct is uncertain and its application to assess training program is, for the lack of better word, untested. Additionally, many of their training evaluation rely on traditional method

such as questionnaire to assess their implementation effectiveness. Perum Jasa Tirta I represent private organizations shows a different spectrum of training evaluation conduct, as it implied in previous conclusion, PJT I has implication that they does not conducting a proper training evaluation method as evidently almost every aspect of evaluation handled by third party during the training program implementation. PT. Amman Mineral Nusa Tenggara showcase a solid evaluation method, not only using a questionnaire to measure the effectivity of the training program, they are also using the same method to measure the result of the training itself, additionally they also verbally interviewed the training participant about the training program adding more depth to the training result.

B. Recommendation

1. For BKD Kota Malang

The overall training program implementation is good, however, in evaluation process the regulation impose through *Analisis Dampak Diklat* (AKD) is not clear in technicality and practice and certainly it can be improved by using Raymond A. Noe (2010) model for Training Needs Analysis and Kirkpatrick (2006), it will provide clear explanation what is to take for a training program to be classified as successful, and more importantly, it can help on

determining what to do for the result of the training program and help establish an good and sustainable human resources management practices. Apart from that, it is also no less important to maintain good chain of coordination between BKD and others government agencies along with regional council in order to have a common understanding of the importance to imposing an effective training program.

2. For Perum Jasa Tirta I Malang

Similar with BKD Kota Malang, Perum Jasa Tirta I need to impose a proper evaluation practice as according to their explanation, and it is needed to lessen the dependency to third party. It is important to have an effective training program, by exercising organizational, person, and tasks analysis Perum Jasa Tirta I could develop a more effective training program and by imposing Kirkpatrick model for training evaluation, PJT I could make the program sustainable for the future development of human resources.

3. For PT. Amman Mineral Nusa Tenggara

PT. AMNT is by far having the most robust training program implementation. However, as far as observation and researcher involvement, it is necessary to plan what are organization going to do about the result, because a good training practice needs a good follow-up program in order for the knowledge to sticks. Meanwhile, imposing a training implementation is not only about planning, it is

also about executing, HR Department needs to put more efforts into having a proper (human) resources to handle technicality of the training implementation, in order to make sure that the training program which has already been properly designed to be properly executed.

4. For Further Researcher

Researcher would like to recommend future researcher to look deeper on Standard Operational Procedure (SOP) of Training program implementation. This research may answer the practicality and technicality of particular aspect, but a general procedure that could answer the question “*what constitute an effective training program in Indonesia?*” is still far from a definitive answer.

C. Limitations

There are limitations on that researcher faced on creating this research:

1. During the research process, it has been lack of relevant data in term of official reports from mainstream media about the training conduct of every research subjects. This make the research can only gather and confirmed data that are provided through interview and based on observation and involvements.
2. There is confidentiality procedure that imposed by PT. AMNT, which made data gathering is much harder. There are many valuable data that can't be published due to this policy. Fortunately,

the data that obtained by observation and direct involvement still can be used and enough in providing crucial data for this research.

3. This research is a case study, so the result cannot be generalized as the whole representation of training needs assessment and training evaluation practice in others private and public organizations.

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Pedoman Wawancara (Interview Guidelines)
Kantor Pengawasan dan Pelayanan Bea dan Cukai
Kota Malang
Planning, Design and Evaluation of Training Program

1. Dapatkah anda menjelaskan secara singkat profil Kantor Pengawasan dan Pelayanan Bea dan Cukai Kota Malang?
2. Dapatkah anda menjelaskan maksud dari Visi dan Misi KPPBC Kota Malang?
3. Dapatkah anda menjabarkan Training/Pelatihan apa saja yang rutin (atau pernah) dilaksanakan oleh KPPBC Kota Malang?
4. Dapatkah anda menjelaskan faktor apa saja yang mendorong dilaksanakannya training/pelatihan tersebut? (detail: Mengapa faktor tsb penting, Asal Faktor cth: Regulasi, Kebutuhan perusahaan dsb).

**) Before Proceeding See Page 3 for Extra Question for Specified Department.*

5. Dapatkah anda menjelaskan proses evaluasi terhadap pelatihan yang sudah dilaksanakan?
 - a) Dalam pelatihan yang dilaksanakan apakah pelaksana menetapkan kriteria kompetensi/skill/behaviour sebagai tolak ukur keberhasilan peserta dalam program pelatihan?

**) Before Proceeding See Page 3 for Extra Question for Specified Department.*

6. Dapatkah anda menjelaskan peran (Top Lvl. Mgt./Div. HR) Dalam implementasi Program Training di KPPBC Kota Malang?
 - a) Pihak mana sajakah didalam/diluar perusahaan yang terlibat dalam pengimplementasian program pelatihan (selain yang disebutkan)?
7. Bentuk dukungan apa saja yang diberikan oleh Top Level Management kepada Div. HR dalam melancarkan proses implementasi Program Pelatihan?
8. Tantangan apa saja yang dihadapi selama proses implementasi suatu program pelatihan? (Perencanaan, Perancangan, Pengevaluasian)

9. Faktor apa saja yang dapat menghambat proses perencanaan, perancangan, dan evaluasi sebuah implementasi training? (Contoh: Budget, Regulasi, Birokrasi Perusahaan dsb.)

Specified Questions (Pertanyaan Khusus)
Div. Human Resources (Or Related)

Needs Assessment (Question No.4):

1. Apakah pelatihan tersebut dianggap dapat membantu perusahaan? Bagaimana Relevansi pelatihan tsb dengan tujuan perusahaan?
2. Siapa sajakah yang diwajibkan untuk mengikuti Pelatihan tsb? (Kriteria) dan Bagaimana Kriteria tersebut ditetapkan?
3. Bagaimana metode yang digunakan utk menginformasikan kepada calon trainee mengenai program pelatihan yang akan dilaksanakan? (E-mail, Pengumuman dsb.)

Evaluation/Evaluasi (Question No. 5)

1. Aspek Apa sajakah yang di Evaluasi dalam suatu program pelatihan? Dan Apa pertimbangan dalam mengambil keputusan tsb?
2. Apakah Div. HR memberikan kesempatan kepada Peserta Pelatihan untuk memberikan feedback/umpan balik/respon terhadap program pelatihan yang sudah dilaksanakan?
3. Setelah program pelatihan selesai dilaksanakan apakah ada perubahan perilaku (yang diharapkan) dan peningkatan skill dari peserta training?
4. Bagimanakah Div. HR menilai Hasil dari Program Pelatihan tsb?
5. Siapa saja yang berperan dalam keseluruhan proses Evaluasi suatu Program Pelatihan tsb?

Specified Question (Pertanyaan Khusus)

Employee, Trainee (Peserta Pelatihan)

Jika suatu program pelatihan akan dilaksanakan di Perusahaan:

Pre-Training/Pra-Pelatihan:

1. Apakah perusahaan menginformasikan program tersebut kepada anda? Dan bagaimanakah metode yang digunakan untuk memberikan informasi tsb? (E-mail, Selebaran, Poster)
2. Apakah perusahaan memwajibkan karyawan untuk memenuhi kriteria tertentu dalam suatu pelatihan yang akan dilaksanakan?

Needs Assessment:

3. Apakah program training yang pernah anda ikuti cocok dengan pekerjaan yang anda lakukan?
4. Apakah materi yang diberikan dalam program training dapat anda pahami? (dapat di implementasikan didalam pekerjaan)
5. Apakah materi yang diberikan dalam program training dirasa cukup?
6. Apakah anda merasakan perubahan (positif/negatif) setelah anda mengikuti program training? (Perubahan perilaku, peningkatan skill dsb)

Jika suatu program pelatihan selesai dilaksanakan:

Evaluasi/Evaluation:

7. Apakah trainer memberikan anda hasil/nilai dari program pelatihan yang anda ikuti?
8. Apakah anda dimintai saran/opini untuk memperbaiki program pelatihan yang sudah anda ikuti tsb?
9. Apakah ada tindakan lanjutan yang dilakukan perusahaan setelah suatu program training selesai dilaksanakan? (Cek Peningkatan/Perubahan Perilaku/Skill)

Umum:

10. Menurut anda apakah tantangan atau hambatan yang dirasakan secara keseluruhan selama proses program pelatihan?

CURRICULUM VITAE

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Education

Year	Institution	Location
2002-2005	SDN No. 17 Des. Mungguk	Sekadau, Kalimantan Barat
2005-2008	SD Muhammadiyah 6 Bedali	Kab. Malang, Jawa Timur
2008-2009	SMP Muhammadiyah 4 Singosari	Kab. Malang, Jawa Timur
2009	SMP Negeri 1 Sekadau	Sekadau, Kalimantan Barat
2010-2013	SMA Negeri 1 Sekadau	Sekadau, Kalimantan Barat
2013-2017	University of Brawijaya (Majoring in Business Administration, Undergraduate Program)	Malang, Jawa Timur

Organizational Experience

Year	Organization	Position
2010-2013	OSIS (Organisasi Siswa Intra Sekolah) SMA Negeri 1 Sekadau	Vice President (2010-2011), Staff (2011-2013)
2014-2016	Keluarga Pelajar Mahasiswa Kalimantan Barat (KPMKB) Malang	Head of Communication and Information Dept.